ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002144	N.A.	N.A.	

4. AUTHOR(S): Public Schools of the District of Columbia

5. TITLE OF DOCUMENT ABSTRACTED: Social Studies Curriculum for Senior High Schools

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Public Schools of the D.C., Department
ST. of History
CITY, STATE Washington, D.C.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Public Schools of the District of Columbia, Washington, D.C.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1964	89

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Curriculum Guide

16. INDEXING TERMS (6-12)				
	sociology	world problems	teaching techniques	
social studies	geography	modern world		
senior high school	economics	cultural backgrounds		
history	law	world affairs		

17. ABSTRACT (MAX. 250 WORDS)

Required and elective social studies courses for grades 10 through 12 are listed and described to enable teachers to gain a broad understanding of the entire senior high school social studies curriculum. The teacher should develop enthusiasm, retain respect for scholarship, and interpret the principles and content of each subject area. Each course contains a brief overview and outline, aims, and teaching suggestions. The courses included are modern European history, world history, American history, government, sociology I, sociology II, advanced geography, Latin American history, economics, world problems, democracy and communism, and law.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

375 [illegible]

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Carl F. Hansen, Superintendent of Schools

SOCIAL STUDIES CURRICULUM
FOR
SENIOR HIGH SCHOOLS

DEPARTMENT OF HISTORY

Joseph E. Penn, Supervising Director
Theodore Libber, Assistant Director

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

John M. Riecks, Deputy Superintendent of Schools
LuVerne C. Walker, Director of Curriculum

Washington, D. C.
1964

TABLE OF CONTENTS

Page

FOREWORD 1

Grade 10: elective MODERN EUROPEAN HISTORY 3
- Aims
- Suggestions for the Teacher
- Course Outline

Grade 10: elective WORLD HISTORY 15
- Aims
- Suggestions for the Teacher
- Course Outline

Grade 11: required AMERICAN HISTORY 21
- Aims
- Suggestions for the Teacher
- Course Outline

Grade 12: required AMERICAN GOVERNMENT 35
- Aims
- Suggestions for the Teacher
- Course Outline

Grade 11 or 12: elective SOCIOLOGY I: Personal Problems 43
- Aims
- Suggestions for the Teacher
- Course Outline

Grade 11 or 12: elective SOCIOLOGY II: Social Problems 52
- Aims
- Suggestions for the Teacher
- Course Outline

continued

Page

Grade 11 or 12: elective ADVANCED GEOGRAPHY 55
Aims
Suggestions for the Teacher
Illustrative Units

Grade 11 or 12: elective LATIN AMERICAN HISTORY 63
Aims
Suggestions for the Teacher
Suggested Units With Comments

Grade 11 or 12: elective ECONOMICS 69
Aims
Suggestions for the Teacher
Course Outline

Grade 12: elective WORLD PROBLEMS: DEMOCRACY AND COMMUNISM 77
Aims
Suggestions for the Teacher
General Topics

Grade 11 or 12: elective LAW 81
Aims
Suggestions for the Teacher
Outline for One-Semester Course
The Second Semester

FOREWORD

While curriculum revision is a continuous process, the History Department has carefully edited the existing courses of study for the senior high school, as a further step in the program of curriculum development. Eventually, an intensive, detailed guide will be available for each of the courses.

The publication of this material as a single document makes it possible for senior high school teachers and officers to gain an understanding of the entire social studies program in the senior high school. Suggestions are welcomed as to improvements which could be incorporated in forthcoming publications of social studies curriculum guides for each subject.

Full implementation of the Social Studies program depends mainly upon the daily conscientious, intelligent application of the classroom teacher. The teacher is challenged constantly to develop enthusiasm and inspiration among his pupils, in retaining respect for scholarship, and in interpreting the principles and content of each subject area. The courses of study, as presented herein, if wisely and diligently used, should serve both as a guide and as an aid to assist each teacher daily in performing his assigned duties.

John D. Koontz
Assistant Superintendent
Junior and Senior High Schools

Grade 10 - MODERN EUROPEAN HISTORY

One year, elective

A BRIEF OVERVIEW OF THE COURSE

For a strong and sequential background in history, Modern European History is a necessary follow-up for the student after his ninth-grade work in Ancient and Medieval History. It is designed to offer students a view of important events and movements as a background for understanding present-day problems. At the conclusion of the course, the pupils should have a considerable grasp of the main succession of events in modern world history as a whole.

The outline suggests units or sub-units which are largely centered around particular countries and regions of the world. Political history of Europe, from the Age of Absolutism to our own day, should be correlated with economic, social and cultural developments. The effects of European expansion upon Africa, Australia, the Far East, the Near East and the New World require emphasis. The Twentieth Century, marked by the devastation of two World Wars, provides the background for an interpretation of our present-day world.

Grade 10 - MODERN EUROPEAN HISTORY

One year, elective

AIMS

1. To give pupils knowledge of important events and movements in the modern world, as a background for an understanding of the world's present-day problems and prospects.
2. To give a better understanding of the history and present affairs of the United States through the interconnections and comparisons of a world perspective.
3. To study the people and some outstanding individuals in various modern lands, in both their geographical and their historical settings, to contribute to a practical understanding of how history has been and is being made, and to a sympathetic interest in other people and their problems and accomplishments.
4. To increase pupils' abilities to gather and apply information, to think and discuss reasonably, and to derive both understanding and enjoyment from studies of history and current affairs.

SUGGESTIONS FOR THE TEACHER

This course connects directly with the 9th grade course in Ancient and Medieval History, and can best be taken immediately following it. It is open, however, to any pupils in grades 10 to 12 who have not yet studied the recent periods of World or European history at that level, but who have had some study of earlier periods of history approximately equivalent to the 9th-grade Ancient and Medieval History course. Pupils who have not had this earlier study should be advised to enroll in the 10th-grade World History course instead of Modern History at this time.

The history of the modern world is a very complex field. A course in Modern History which really does its job well is inevitably a full and difficult one to handle, even when half of a two-year sequence on the world's story is devoted to approximately three centuries of that story nearest to the present time. The course needs to be selective in content and organized around relatively few centers of understanding, each of which can be developed fully enough with supporting detail to stand out significantly in the mind of the young student. With this in view, the year's course is outlined in six groups of units, each of which is worth roughly one-third of a semester's time allotment. They may be presented consecutively in the order given, or some teachers may prefer to accomplish similar results with some modifications in sequence of topics.

Pupils should have in the end a considerable grasp of the main succession of events in modern world history as a whole. The outline suggests working toward that end through units or sub-units which are to a considerable extent centered around particular countries and regions of the world. This serves the double purpose of easing some of the complications in the study of the history of the many countries in parallel, and of providing for the systematic reinforcement of pupils' knowledge of the geography of the modern world. Adequate time should be taken throughout the course to understand the place locations and the geographic factors in the history studied, and to use and teach the effective use of geographic tools and skills in learning about past events and the world today.

It is to be noted that the course is not titled Modern "European" History, although the first semester is still quite distinctly European. The chief treatment of other parts of the world is incorporated into the second semester together with the most recent stages of European affairs. While the first semester deals mainly with 18th and 19th century Europe, its most effective handling carries some of its topics into the 20th century. No rigid dividing date can be set between the treatments in the two semesters.

Study of current events with use of a news periodical is recommended for both semesters, and will aid both in bringing some of the standard topics of study up to date, and also in caring for some important topics in the outline on which textbooks are least adequate.

The preceding 9th-grade course extends in general through the Reformation period (to about the middle of the 17th century) but includes as its final unit the story of English affairs somewhat into the 18th century. It is optional whether the 10th-grade course will plunge immediately into interesting new events (see comment introducing the first group of units) or will devote a part of the first week to a perspective of history in general and of the earlier periods. Such a recapitulation might be more needed in a September than in a February class. Any further reviewing of particular topics allotted to the preceding semester should (as the outline suggests) be brought in directly with the particular new 10th-grade topics for which they serve as immediate foundation. In order to provide time for important recent history and for the more adequate treatment of lands outside of Europe in the last half of the course, economical planning is needed, and some traditional but less essential topics in the first half-year must inevitably be omitted or reduced to a subordinate treatment. Textbooks as well as course outlines are making some such adjustments of content, but teachers should still feel free to make judicious omissions of textbook material, using the course outline as a guide to topics for inclusion and emphasis.

Teachers should recognize that pupils will have had some contacts with the content of modern history beforehand, especially in the study of foreign countries in the elementary school (chiefly geography with incidental history), but also in some other school courses and in incidental ways outside of school. Such prior knowledge, whether common to most of the class or contributed by particular pupils, should be utilized for starting points, motivations, and reinforcements where appropriate. Good connections, without unnecessary duplications, should be made with the international phases of American history which pupils have already studied and will study again later in their courses in that subject. Especially in second semester's work, where American and world history merge at so many points, topics for which the required American History courses assume a major responsibility (see Unit X in the 8B course and Units VII and IX in the 11th-grade course) may be reduced in detail here, though sufficiently treated to give them their setting in the whole story and to give students a preparation for understanding them more fully when studied again.

COURSE OUTLINE: First Semester

Group 1. This first group of three units gives a view of European and especially French conditions in the 17th and 18th centuries and the story of the revolutionary changes which made Europe a very different place at the downfall of Napoleon from what it had been on the death of Louis XIV just a century before. The first unit is largely descriptive of a situation which prevailed with gradual changes over a considerable period of time, while the next two units are largely narrative of a relatively rapid succession of events. Detailed treatment of the events of 1789-1815 is justified not only by their fame and their intrinsic interest, but also because they afford unusually good opportunities for tracing cause-and-effect relationships along with plot interest of events, for getting at significant modern problems in just enough detachment from today's immediate controversies to give an objective realism, and for providing interesting supplementary reading and other activities suited to varying abilities of students.

It is recommended that all three units should be centered on the story of France, although the third unit especially branchees out more fully into the interlocking developments of Europe as a whole. In all three units there should be some attention to the broad European and world setting and incidental treatment of other countries (including America, as they figure in the same events or present useful comparisons, but without breaking the continuity of the story by any extended treatment of those other countries at this time. (Opportunities are given for a more detailed and consecutive treatment, including this earlier period as historical background, for other continental countries in the second group of units, and for British and non-European affairs in later units of the course.)

I. The Old Regime and How It Was Underminded - conditions and events in the time of Louis XIV and Louis XV:

A. Absolute monarch as typified by the Bourbon rule in France; the conditions which contributed to its strong establishment and its duration; some of the principal features of its internal policy and court life; a summary of the ambitions and the succession of wars which marked its foreign policy.
B. Life of the people before the French Revolution; how the oppressions of the regime and various medieval survivals interforced with the welfare and liberties of the peasants, the urban workers, and the business men of France; comparisons with conditions in other countrie
C. New knowledge and changed ways of thinking; the ideas and influence of Voltaire, Montesquieu, Rousseau, and other French writers; connections with ideas and political changes in England (see last uni of Grade 9 course), and with benevolent despotisms in other countries.

II. The French Revolution - how the old order was overthrown:

A. Events leading to the revolution (beginning with the accession of Louis XVI in 1774); how growing grievances, new awakening influences, bankruptcy and other weakness of the government, and unsuccessful efforts at reform finally gave the nation's representatives their chance to meet and act.

B. France as a limited monarchy, 1789-1792; how far reaching reforms were made, punctuated by violent incidents and increasing pressures for still further changes.
C. France as a revolutionary republic, 1792-1795; the overthrow of the monarchy, terrorism to meet home crisis and foreign war, and then a reversion against the radical leadership.

III. The Napoleonic Period - how France accepted a new master and how he spread a modified form of the revolution and upset the whole of Europe:

A. The rise of General Bonaparte to supremacy in France; the man himself and the conditions which gave him opportunity; the steps in his rise, and what he did with his power within France.

B. Napoleon's domination of Europe; the central period of the Napoleonic wars (from 1803), the changes Napoleon made in Europe, and the seeds of his later disaster.

C. Napoleon's downfall, 1812-1815; the remaking of Europe by the Congress of Vienna; and the permanent effects of the French Revolution and its Napoleonic sequel.

Group 2. This group of four units covers in the main story of Continental Europe between 1815 and 1914, with considerable gathering together of historical background before 1815, and some appropriate linking with events since 1914. Note, however, that the economic and the cultural phases are outlined for fuller treatment in Units VIII and X later in this semester, and that some conditions and events before 1914 are necessarily considered as a prelude to the World War and in other connections in the second semester.

The story of liberal and national movements against the system typified by Metternich, up to the middle of the 19th century, constitutes Unit IV, and is followed by the unifications of Italy and Germany and developments in other particular countries. The interlocking story of various countries and the attention to Europe as a geographic whole, which were increasingly prominent in Unit III and continued in Unit IV, are valuable as an international setting for the treatment more distinctly by countries in Units V, VI, and VII. The study of each country affords an opportunity to review and expand in a connected story the earlier historical background, continue through the new events of the later 19th century, and also bring out connections with present-day affairs (linking with the study of current events and with the further treatment of those particular countries to be seen in the outline for the second semester).

IV. Reaction and Revolution after 1815:

A. How the Concert of Europe and particular rulers encountered serious difficulties in their defense against change, especially in the Mediterranean peninsulas in the 1820's (note also Latin American connections) and in France and Belgium in 1830.

B. How a new wave of revolution for democratic nationalism swept over much of Europe in 1848, but was swept back and gave way to a period of power politics and wars of national ambition (Crimean War and later. Include here a general preview of the story which is to be covered in detail by countries in the following units.)

V. The Rise of a United Italy:

A. Historical background; a linking together of events and conditions previously studied (including some of the Renaissance and still earlier background, Italy fought over by stronger powers, and the revolutionary movements of 1820 and 1848).

B. How Italy's leaders took advantage of European power politics to unify the country, mainly in 1859-1860, with supplemental gains in 1866, 1870, and 1919.

C. The United Italian Kingdom (rather brief treatment here, to be taken up further in second semester).

VI. The Rise of Prussia and the Second German Empire:

A. Historical background covering the primacy of Austria in a disunited Germany, the growth of Prussia and territory and power, and unsuccessful attempts at unity and at liberal government up to the 1850's.

B. The political reorganization of Germany in the third quarter of the 19th century; the success of Bismarck's strategy to unite a strong German nation under Prussian headship, through the wars of 1864, 1866, and 1870; also the reorganization of Austria-Hungary.

C. The Hohenzollern empire's internal affairs and international policy under Bismarck and under William II (connecting with Units VIII, XIV, and others).

VII. Other Countries of Continental Europe:

A. France - a rapid review of previous regimes in France; the formation of the Third Republic, and some of its problems.

B. A summary view of the other Romance and Teutonic countries which complete the map of western and middle Europe, and the part they play in modern history; the Iberian peninsula, Switzerland, the Low Countries, and Scandinavia.

C. Eastern Europe; chiefly the story of Russia under the Tsars in internal development and in foreign relations, including a brief view of earlier history, connecting with further treatment of the the earlier history, and connecting with further treatment of the Balkans, Asia, and Russian revolutionary movements in the second semester.

Group 3. These three units round out the first semester's work with a connected treatment of the British story which parallels the treatment of Continental Europe in preceding units, and also of economic and cultural developments in which Britain played a very important part but which run through the histories of other countries as well. Other arrangements of these materials are possible, and textbooks vary in their placement of separate chapters dealing with them or in the extent in which they are merged with the treatment of other countries and topics into one chronological story.

Following the arrangement of some textbooks, the main treatment of the Industrial Revolution may be placed before instead of after the industrial developments in Continental Europe which have a part to play in Units IV to VII. It is suggested, however, that students will generally have sufficient knowledge of modern industrialism from other social studies and from acquaintance with present conditions to serve as a basis for understanding those units as outlined. The knowledge of those Continental events should sharpen the interest in turning now to a more systematic account (Unit VIII) of these industrial and other economic developments centering around the country which had taken the lead in them, and then (Unit IX) to the political developments in which Britain had also taken a lead and which in turn were much affected by British industry and commerce.

Teachers of first-semester classes should familarize themselves in advance with the plan of the second semester's work in order to articulate with the further treatment of industrial and political developments to be given there. Among important links between the two semesters are those between both Units VIII and IX and the opening unit (XI) on imperialism in the second semester. There are some advantages, however, in using the closing days of the first semester for a more informal appreciation type of study of cultural topics (see suggestions on Unit X below).

VIII. Economic Changes in the Modern World:

A. The Industrial Revolution; mechanical inventions and their effects, especially in the factory system of manufacturing and in improved transportation.
B. Reform movements for workers' welfare and for changes in the control of industry; labor organizations, paternalistic employers, and welfare legislation; government ownership and regulation, early and Marxian forms of socialism, and other movements to supplement or to replace the capitalist enterprise system.
C. Other aspects of modern economics; especially those which are illustrated by the change from mercantilism to laissoz-faire and then to limited protectionism, the agitation over the Corn Laws, and the problems of agriculture and mining in modern British history, and by commercial and agrarian policies in other countries.

IX. Political Progress in the British Isles:

A. Developments up to the early 1800's; review and supplementing of the study of Britain in the Grade 9 course and British history paralleling the first three units of the Grade 10 course.
B. Progress in political and civil liberties in the 19th and early 20th centuries; the Reform Bills and other laws for the extension of suffrage, fairer representation in the House of Commons, safeguarding of the vote and of freedoms of speech and press, and removal of religious discriminations; some of the high lights of party politics and leaders in this period.
C. How the British parliamentary system works; the dominant roles of House of Commons and Cabinet, and the reduced roles of King and House of Lords; also, some comparisons with American and Continental European systems.
D. The political problems of Ireland with their economic, religious, and cultural backgrounds, together with a brief consideration of other relations among the parts of the British Isles and of the empire (the latter connecting with fuller treatment in Unit XI, second semester).

X. Cultural Development of Modern Europe. Advances in scientific and social knowledge; humanitarian movements; literature, art, and spiritual interests No formal unit organization is suggested here, as the treatment of these cultural topics varies considerably in textbooks and in teachers' preferences. It is possible to cover them sufficiently, for the purpose of general history on the high-school level, in other units of the course;

and phases of them necessarily come into certain earlier portions of this semester (e.g. the new knowledge in I-C, scientific and humanitarian aspects of VIII, and some of the reforms in IX-B) and into the final unit of the second semester also. It is suggested, however, that any separate unit based on chapters on cultural topics in the textbook and on additional content supplied by teacher and students may best be placed at the end of the first semester. Similar topics relating to non-European civilizations should be brought into Units XI to XIII in the second semester. The treatment should link history with some of the things studied in science, English literature, foreign languages, art, and music without objectionably duplicating what is customarily taught in those subjects.

Second Semester

Group 4. The following three units cover the principal treatment of lands outside of Europe. The increased importance of these areas in our increasingly interdependent world calls for expanded treatment going beyond what has heretofore been customary in courses and texts in Modern History (which have often carried the more limited title of Modern European History) While European imperialism is one major factor, it should not overshadow the consideration of these other lands in themselves, with their indigenous civilizations and their recent national revivals. The treatment should aim at appreciation of their cultures (see note on Unit X above) as well as understanding of the world politics involved.

The combining of such a wide sweep of non-European history into this part of the outline is for convenience of planning and reference, without implying that the full content laid out here will actually be taught within the first one-third of the semester. Much of it, especially for developments before the World Wars, may well be given here in one block, on the basis of the chapters on non-European countries commonly found just after the middle of the textbooks, and with the help of other materials most readily available. On some points it may be convenient to carry the story down to the present in the same unit with the earlier background, while on other points these opening units of the semester will afford a good background for considerable further study of the same areas as they fit in with the chronological sequence of Units XIV to XIX. Moreover, it may well be found that some of the desirable topics require a much more gradual working up of information from varied sources, and thus should be planned ahead to be rounded out in the world-wide scope of the final unit of the semester (see outline of Unit XIX) or at some appropriate earlier point.

XI. Europe's Expanding Interests (in general, and especially as illustrated on both sides of the Atlantic westward and southward from Europe):

A. General view of European imperialism; its motives and its methods, and the principal stages in its history, the economics and the governmental relations of Europe's desires to buy, to sell, to operate trading services, and to invest; early overseas trade and settlement, depletion of the old empires by wars of rivalry and of independence, and the rise of a new imperialism in the last hundred years.

B. Africa opened up and redistributed under the new imperalism; land people, and earlier historical background of the continent, exploitation of coastal and central Africa; Dutch, British, Negroes, and Indians in South Africa; conflicting interests in northern Africa (connecting with the history of the Moslem countries in Unit XII).

C. The British Commonwealth of Nations; development of representative government, federation, and finally "dominion status" in Canada, in Australia and New Zealand, and elsewhere; ecomomic and social developments in these and other British lands not otherwise covered; the commonwealth-empire combination and its value to its members; comparisons with the colonial systems of other countries and new commonwealth reorganizations in their old empires.

D. Latin American as an independent offshoot of European civilization with a mixture of American Indian and of Latin and other immigrant peoples; the general course of its development, its international relationships, and a few high-spots in the stories of particular countries.

XII. From the Mediterranean to the Indies:

A. General historical and geographical background of southern Asia and adjacent areas; the countries of the oldest river-valley and seacoast civilizations, as influenced by Mohammedanism, the Mongol invasions, and extensions of European interests from ancient to modern times.

B. The Middle East in the modern world; the receding Turkish empire, the rising Arab states, the Palestine problem; Iran, Afghanistan, and Russian advances on both sides of the Caspian.

C. India; its ancient civilization, its Asiatic and European invaders, and more recent problems of economic and social welfare, political freedom, and partition.

D. Beyond India; southeast Asia and the nearby island groups (if not sufficiently to be covered in XIII-D on the backgrounds of XI and XII-A).

XIII. The Far East:

A. The history and civilization of China and her neighbors during the period of substantial isolation from Europe; beginnings in the Chinese river valleys and spread of civilization to other areas; the famous philosophers and other influences on Chinese ways of life; the Mongol and Manchu empires.

B. How European interests penetrated eastern Asia; chiefly the story of China in the last hundred years of the empire (extended up to the present time if the republican period is not fully covered elsewhere;) wars and treaty relations with the European countries; anti-foreign movements and internal changes.

C. How an Asiatic power, Japan, adopted part of western civilization and contested with European powers for dominance in the Far East; conflicts with China and Russia, and participations in European alliances and conflicts made world-wide.

D. Other Pacific islands and border lands and problems of the Pacific basin as a whole. (This section and the more recent developments under B and C may be reserved for attention in the world-wide aspects of later units. See note preceding Unit XI.

Group 5. This group of three units centers on the First World War, with its background in international politics and in the area of special trouble leading up to its outbreak, and also with some of the more largely international aspects of the postwar situation. All six units from XIV to the end of the semester form, however, a largely continuous story, and variations may be made in regard to the inclusion of some content in one unit or in the beginning of the unit which follows it.

XIV. International Politics, 1871-1914:

A. The system of alliances; the precarious armed peace of military and naval rivalries to back up diplomacy; the Hague conferences and other efforts to promote peace and law in international affairs.
B. The historical background in the regions of conflicting interests which led most immediately to the big conflict; the Balkan region especially, but also north Africa and the Middle East; the succession of incidents and minor wars which led up to 1914.

XV. The World War of 1914-1918:

A. How the war spread from a seemingly local incident to bring in the major allied groups and their satellites; indecisive military events in the opening months and in the deadlock of 1915-1916.
B. The middle period of the war; the complications in applying the laws of warfare and of neutrality; internal effects of the war on belligerents and neutrals, withdrawal of Russia and entrance of the United States.
C. Closing stages of the war; discussions of peace aims; breaking of the military deadlock, and successive eliminations of the Central powers.

XVI. The Peace Settlement of 1919:

A. How the peace was made; the conferences and the treaties, and a general view of conditions and principles involved.
B. Terms affecting particular countries; military, economic, and territorial terms imposed upon the Central Powers; how the maps of Europe and of some outlying areas were remade; the difficulties of the peace terms as seen at that time and in the light of later events.
C. The new international organization; the League of Nations and related agencies for international cooperation and the settlement of disputes. (The treatment here should be planned to articulate with later units and particularly with the study of the United Nations in the final unit of the course, and some of the usual treatment of the League may now properly be deferred for consideration in comparison with the United Nations.)

Group 6. This group of three units, centering on the Second World War, includes emphasis on important internal developments in European countries between wars, the succession of international events which led up to the second war, the war itself, and the postwar situation.

XVII. Contrasting Systems in Europe between Wars:

A. Liberal democracies, old and new, and their difficulties in the period from 1918 onward; democratic revolutions and new constitutions; troubles in operating parliamentary systems of government faced with grave economic problems and internal dissensions increased by international influences.

B. The Soviet Union; historical background (connecting with unit VII-C); the two Russian revolutions of 1917; the government and economic system of the Union of Soviet Socialist Republics, and their effects upon foreign as well as internal affairs.

C. Fascist Italy; the rise of right-wing revolutions in Europe; background in the First World War and in earlier Italian history; nature and methods of the Fascist regime; development of its totalitarian features and of an aggressive foreign policy; the spread of this type of system to other countries.

D. Germany turning from liberalism to totalitarianism; difficulties of the Weimar republic; rise of the Nazi movement; and characteristics of its system at home (leaving its foreign relations largely to Unit XVIII).

XVIII. The Second World War:

A. The rise of aggression and breakdown of international security; review of connecting events covered in Units XVI and XVII; detailed study of the succession events from the Manchurian incident of 1931, through Ethiopian, Spanish, and further Far Eastern events, and aggressive moves of Germany up to the outbreak of war in 1939.

B. The war in Europe, 1939-1941; the Polish war and the countermoves of Russia; Hitler's drives north and west, the fall of France, and the "battle of Britain"; American non-belligerent assistance; spread of the war to Italy, the Balkans, and nearby Africa and Asia; Hitler's invasion of Russia.

C. The World-wide stage of the war, from Pearl Harbor to Axis surrender; the wartime United Nations; the Allied invasions of Africa and Italy; further warfare in Russia, the second front in the West, and the convergence of Germany from both sides; Japanese advances in 1942 and the Allied fight back to victory in the Pacific; beginning of the atomic age; important conferences and other negotiations.

XIX. The World Today.

The planning of the final unit of the course will depend upon current developments in world affairs. The distribution of time and attention will depend also upon the extent to which some of the topics will already have been covered in the study of current events throughout the year and of present-day connections in various earlier units of the course. This final unit may well bring together in summarized and organized form the more scattered present-day connections studied earlier, and also provide some additional time for class study and individual reports on special topics which were previously noted as important and scheduled for further attention at this time. As a result of such advance planning, teacher and students will have been on the lookout for current book, pamphlet, peridoical, and newspaper material bearing upon these topics.

A. World relationships; the United Nations and various affiliated and separate organizations dealing with international affairs; illustrations of international political problems, and measures for resolving differences and preserving peace and security, for advancing the material welfare of the world, and for promoting cultural relations and understanding.
B. How the "one world" talked of at the end of the war became split; doctrines and methods of the Communists where they control and in their efforts at expansion elsewhere; satellites in Europe and Asia, with advances into new countries and some setbacks in Titoism, in the "cold war," and in political maneuvers in western countries; conflicts of policy in occupied countries and delay of peace treaties.
C. Western Europe and America; struggles of party groups in the principal countries; problems of war destruction, economic rehabilitation, displaced persons, war criminals and collaborators; moves toward economic, military and other unity for western Europe, in smaller groups (Benelux, Scandinavia), and in the North Atlantic Pact; dictatorships in Spain, Portugal, and some Latin American countries.
D. Asia and Africa (so far as not covered to the present day in earlier units); nationalist movements in colonial countries; Communist, collaborationist, and other internal troubles; the Chinese civil war, occupied Japan, Korea, the Philippines, and other Pacific islands; the Arab League, Israel, and other developments in the Middle East.

Grade 10 - WORLD HISTORY

One year, elective

A BRIEF OVERVIEW OF THE COURSE

This course guides the pupils to a survey in the history of civilization. The twofold objectives consist of providing an overview of world history needed for sharing in the heritage and problems of today's world as well as contributing to the understanding of other peoples of the world. Highly selective in content, such topics and events which are covered must be presented in sufficient depth to enable pupils to secure a thorough knowledge of the times and events being studied.

Full use should be made of opportunities to make the study more significant and interesting, by linking such study to current events as they arise, as well as to show the relationship to present-day institutions and problems.

The first semester of the course covers the history from the beginnings of civilization up to the Eighteenth Century. Topics emphasized include: the influences exerted upon the history of man by Egypt, the Near East, Greece, Rome, Medieval life, the Crusades, the Renaissance, the Reformation and the British Empire. The cause and effect of geography upon the ultimate course of history should be indicated.

In the second semester some of the units studied include: the political revolution up to 1815, the industrial revolution, the rise of European nations, the spread of European civilization to the Far East, the period of the World Wars and their aftermath. By the end of the course, pupils should have a grasp of the important, broad movements of history.

Grade 10 - WORLD HISTORY

One year, elective

AIMS

1. To give pupils in a simple and interesting way an overview of world history needed for intelligent sharing in the heritage and in the problems of today's world.
2. To contribute to the understanding of other peoples of the world through a study of their historical, geographical, and cultural backgrounds.

This course enables pupils who do not take the two-year history sequence offered in the 9th and 10th grades to obtain at this level of schooling a systematic though more limited view of the story of our civilization, as a needed part of civic and cultural education, and to provide a broader perspective of both time and place for the intensive study of our own country's story which is required of all pupils. The aims set forth for the two-year sequence (Ancient and Medieval History for 9th grade, Modern History for 10th grade) apply also to the one-year World History course, though with necessary limitations of scope and adaptations of method.

SUGGESTIONS FOR THE TEACHER

The course outline which follows is designedly made quite brief---suggestive rather than detailed---in order to bring out the main points around which the course should be built. The supporting content on these topics, and on any additional topics which time and pupils' ability may sometimes permit to be included, may be gleaned from textbooks and other materials used, from the teacher's own knowledge, and from the fuller course outlines for Ancient and Medieval History and for Modern History. Those two longer outlines may be regarded as, in effect, a part of the basis for this course, provided there is clear recognition of the need of eliminations and of modified treatment for the shorter course. The teacher who is interested and well versed in this field will find the greatest difficulties in determinedly leaving out the less important things and in seeing that the selected remainder is made understandable, significant, and interesting to the pupils.

A survey of the world's history in one year, for pupils who are, as a general rule, less interested and capable in academic study than those who devote two years to this field of history, necessarily calls for especially marked departures from old-fashioned academic methods of dealing with such a wide range of historical knowledge. The course must not be a mere attempt to compress most of the same factual material into fewer lessons, but it must be more highly selective in content, and such topics and events as are covered must be presented with enough realistic substance to be more than mere words and hazy generalizations. It is not to be expected that the pupils will remember any large part of the detailed facts of universal history, but, if they are to have some grasp of important broad movements of history, well-chosen illustrative facts must have been presented in the study.

If one of the more comprehensive World History testbooks is used, a considerable portion of its content will need to be passed over lightly or even omitted entirely from the assigned work of pupils, although its presence in the book may be useful to give pupils an idea of what else there is of possible interest in this wide field of study and provide extra work for more capable pupils. Judicious omissions of textbook material, or the use of a very brief text, will be most needed for groups of low scholastic and particularly of low reading ability. Especially for such groups, but for other pupils as well, the reading materials should be reinforced and supplemented by good use of visual aids and of oral procedures.

Full use should be made of opportunities to make the study more significant and interesting by linking it with current events as they arise, and with present-day institutions and problems. Since the field covered by this course is so large and the time for teaching it so short, the attention given to current events should be worked in with the regular lessons and discussions, without devoting separate days to current events except in unusual circumstances.

For economy of time and for effective learning in such a wide field, it is especially important in this course to capitalize upon, instead of duplicating or merely passing by, such knowledge of general history and of related subjects as pupils may have obtained in earlier courses or in reading or other experiences outside of school. Attention should be given to the outline for 9th-grade World Geography as bearing on what pupils may have already had, or on what the World History course may profitably give them in case such courses have not been included in their previous schooling. Pupils' knowledge of geography should be continually drawn upon and strengthened, with much use of maps. Connections with American affairs should frequently be made, but without duplicating in detail the aspects of world affairs which are customarily made a part of the courses in American History.

For the ancient and medieval periods as covered in this course, substantially the same basic arrangement is followed as the the 9th-grade Ancient and Medieval History, and the first semester is rounded out to a point approximately the same as the division point between the 9th and 10th grades in the longer course. For the second semester, covering mainly the last two hundred years of history, two alternative plans are suggested, one of them taking up successive countries or regions, and the other more largely in chronological units. The pupils' work will be simplified if a plan is chosen and further adapted which will harmonize with the plan of the textbook used. Some departures from textbook arrangement will be needed for the purpose (among others) of securing a fairly uniform division by semesters wherever there is an appreciable amount of shifting between classes at the middle of the year's course.

The correspondence of the two semesters of this course to the two years of the longer course makes possible a three-semester combination for some pupils. That is, a pupil who has taken a year of Ancient and Medieval History but finds it impracticable to take the full year of Modern History, may be permitted to take the second semester of World History as a substitute for it. Also, a pupil who has taken the first semester of World History but desires a fuller treatment of the modern period, may transfer at that point to the year's course in Modern History.

COURSE OUTLINE: First Semester

1. The Beginnings of Civilization. From a study of primitive man and the early Oriental empires, the pupils should get a general view of:

A. The arts and institutions which make up civilization; the means of satisfying immediate physical needs and progressing beyond; the organization of social efforts and controls; religion, science, language, records, and the fine arts.
B. The countries where early civilization developed; their location, geographic influences, and distinctive contributions; especially Egypt and southwest Asia, with incidental reference to other parts of the world.
C. The broad sweep of chronology, within the early Oriental era, and in relation to prehistoric ages and later times down to the present.

II. Greece. Emphasis should be placed on:

A. The geographical and chronological setting of the story of the Greeks.
B. The contributions of Greek knowledge and imagination to the world's heritage; mythology, literature, art, the search to understand the world and man.
C. Social organization among the Greeks; the significance and the limitations of Greek democracy; contrasting systems as seen in the early Aegean era, in the city states of Athens and Sparta, and in the Hellensistic period; common ties, dissensions among Greek states, expansion of people and influence.

III. Rome. Emphasis should be placed on:

A. The geographical and chronological setting of the story of the Romans.
B. The rises and falls of Roman greatness; the strength of republican Rome, and how it was underminded during the period of conquests; reorganized strength in the imperial system, and how it in turn decayed.
C. The permanent contributions of Roman government and law, material achievements, language, etc.

IV. Medieval life and events through the Crusades:

A. The political and economic reconstruction of the west by the invading tribes; Charlemagne's empire and its principal divisions; life of the nobles and the peasants under the feudal system.
B. Religion and culture of the Christian lands; the power of religious belief and church organization; services of the religious orders and other clergy.
C. Medieval influences from the East; rise and spread of Mohammedanism; the Byzantine and Spanish bulwarks of Europe; indecisive but significant meeting of East and West in the Crusades.

V. The Renaissance and the Reformation:

A. The economic awakening; the towns and trade; exploration and colonization.
B. The intellectual and artistic awakening; the humanistic revival, Renaissance art, and the beginnings of modern science.
C. Religious divisions and reforms, and their effects upon the political as well as religious foundations of modern nations.

VI. The Story of Britain (up to the 18th century). The consecutive story of one important country from Roman times down to the early modern period will close the semester with a chronological review into which other countries can be brought incidentally. Chief emphasis should be placed on the development of English political institutions and civil liberties because of their importance to America and also their influence on modern Europe; but economic and cultural history should also be fitted into their proper places.

COURSE OUTLINE: Second Semester

If this semester's work is organized by countries the following arrangement and emphasis are suggested. Limitations of time require the concentration on relatively few countries for detailed treatment, while other countries are brought in very briefly as parts of the total picture (with an option of more detailed studies by some pupils as individual projects).

VII. Britain and the British Empire. This unit is a close continuation of the unit which closes the first semester. It will continue the story of the political and other topics covered there, and will include the Industrial Revolution and the principal developments in the overseas empire.

VIII. France. The story from Louis XIV through the French Revolution and the Napoleonic period will receive special emphasis because of its central position in that state of world history.

IX. Central Europe. The chief emphasis will be on the delayed unification of Italy and Germany, and their subsequent totalitarian adventures; but the modern progress of the smaller nations of central Europe should also be noted.

X. Eastern Europe. The tsarist and Soviet systems in Russia; and also the problems of the buffer states between the Baltic and the eastern Mediterranean.

XI. The Far East. Chief attention to the civilization and the world relationships of China and Japan, with a general view of the problems of the Pacific.

XII. The Americas. Some of the high spots of internal history and the European connections of Latin America, and a summary view of hemispheric and world relations of the United States preliminary to further treatment in the 11th-grade American History course.

XIII. World Wars and International Problems. A closing unit on recent history and problems of the future from a world viewpoint.

The following is an alternative arrangement of units if the second semester is handled more largely in one sequence of principal movements in modern history (though still with some departures from a single chronological story for the parallel consideration of some topics or countries in particular periods). These units resemble in part the six groups of units making up the one-year Modern History course, and the sequence in that course may be followed still more closely if desired, but with care to limit the amount of content used and to retain the simplicity of treatment which this briefer World History course requires.

VII. Autocracy and Political Revolution (to 1815). The autocratic rulers of the 18th century, and how France overturned hers and then overturned most of Europe under a new despot.

VIII. The Industrial Revolution; to which may be added other revolutionary developments in ways of living and thinking (scientific, humanitarian, etc.)

IX. European Nations in the 19th Century. How democratic, nationalistic, and other tendencies made the principal European countries what they were on the eve of the World War period.

X. Lands Outside of Europe. How European imperialism reached out into the principal non-European civilizations and into undeveloped lands, and made a more truly world-wide history but with added complications.

XI. The Period of the First World War. Causes of conflict, the War itself, and the efforts to make a more peaceful world.

XII. New Challenges to Democracy and Peace. Conflicting ideologies and national and international problems between two great wars; World War II, and problems of the postwar world.

Grade 11 - AMERICAN HISTORY

One year, required

A BRIEF OVERVIEW OF THE COURSE

The senior high school course in American History, required of students for graduation, covers every main phase and period of our history. Although the eighth grade American History course presents the same phases and periods of history, the senior high school course emphasizes topics and concepts which are more difficult, and which appeal to the more mature interests of older students.

The work of this course relates the story of how European culture moved westward and brought our colonial heritage to America. Included are the thrilling narrative of the American Revolution, the founding of our Federal Government, the Movement to the West, the tragic conflict of the War Between the States, and the restoration of national authority in the 1860's and 1870's.

During the second semester, the course continues with a study of the political contests of the 1880's and 1890's, along with the growth of Big Business. The United States in world affairs, the two World Wars with periods of boom and depression, are major topics covered down to the present day nuclear and space era.

Grade 11 - AMERICAN HISTORY

One year; required for graduation
in combination with a following semester
of American Government.

AIMS

1. To give students a more thorough and mature understanding of the history of their country as a background for intelligent sharing of the benefits and the obligations of present-day citizenship.
2. To increase students' appreciation of the services of those who have made our nation, and of our rich heritage of institutions and ideals as well as of material progress.
3. To develop an active and continuing interest in the problems of our nation, and the skills needed by the citizen in contributing to their solution.

SUGGESTIONS FOR THE TEACHER

A course in American history on the senior high school level should emphasize the thoughtful study of problems and the understanding of social institutions. A course in the junior high school (such as our required course in the 8th grade) should be more narrative, descriptive, and biographical in its treatment. This does not mean that the senior course should not make good use of narratives of interesting events, vivid portrayals of conditions of the times, and the lives of individual men and women to add to the concreteness and the human interest of the study. It means that events, conditions, and persons called to mind from previous study and new ones added, should be well selected and so handled as to contribute to the understanding of problems and institutions which are the real heart of the course and will challenge the best efforts of pupils at this age.

No period or main phase of our history is entirely omitted from this course on the assumption that it has been sufficiently covered in a previous course, but there are differences in relative emphasis and in the choice of particular topics and aspects which are more difficult and appeal to more mature interests than can ordinarily be expected at the earlier level. Teachers should be guided on these points by suggestions in the course outline, supplemented by their own best judgement on details, with due regard to the ability levels and individual differences in their classes. A good factual background is needed if problems are to be effectively studied, but a refreshing of memories and filling of gaps in this background should lead to something important beyond, in new understandings and new applications of knowledge.

The plan of the course calls for a combination of chronological and topical arrangement, in order that students may keep in mind the main sequences in our history and still give enough concentrated attention to particular topics to understand their meaning in this historical setting. The outline is subject to adaptations at various points to suit the needs of the students, the wishes of the teacher, and convenience in handling textbook and other materials, so long as the essentials of the units as outlined are still covered in the alternative arrangement. Time allotments are not rigid, but some suggestions regarding a desirable balance of emphasis are given in the course outline. The divesion between semesters should be adhered to in order to facilitate shifts of classes in the middle of the course, and each semester's work should be sufficiently well planned from the beginning so that there will not be hasty and crowded work toward the end of the semester because of disproportionate allowance of time on earlier units.

Throughout the course, students should be developing interests and skills which will carry over into adult information-getting, discussion, and civic action. Participation in committee work, parliamentary procedure, and other forms of group action will not only help the study of the particular topics being investigated and discussed, but also add realism to events of our history in which similar processes figured. There are wide opportunities for reading in histories, biographies, source materials, historical fiction, and articles in periodicals and newspapers. Some of this will be in the nature of general supplemental reading, and some will be sought out as references in the investigation of particular questions. Connections should be made with current events and with current public discussions which have their backgrounds or parallels in the history studied in this course. Such connections can be made for many of the topics studied in the regular history units, and also for a good proportion of those taken up in the time set aside for current events under the usual plans for that type of work.

The study of American History in the capital city of the nation affords many opportunities for added interest and concreteness through events which took place in or near the capital and through evidences and memorials of our history which are to be found here. Students should be made aware that there is a history of their home city with particular events and stages of development running parallel with the national history being studied. Topics of local civic and cultural interest should also be taken up as they arise, in the study of current events. The treatment of local Washington affairs in the ways suggested, and also the studying and actual visiting of national governmental institutions in and near Washington, will be especially emphasized in the following semester of American Government, but opportunities along these lines should not be neglected in either semester of American History.

The international aspects of our country's history, from the world setting of early explorations down to the world-wide involvements and responsibilities of the twentieth century, form a necessary and important part of this course. It should take advantage of the greater maturity of pupils compared with the previous course in American History, and should build upon the intervening study of Ancient and Medieval History and World History (the one-year and two-year electives offered in 9th and 10th grades) which it is hoped most students will have had. In the outline of the course (as very commonly in textbooks), the story of our foreign relations is to a large extent developed in units centering upon the expansion of American interests (as units IV, VIII, and IX), designed to give hemispheric and world wide perspectives of American History while making this still primarily a course in the story of our own country. As indicated elsewhere, this same purpose may be achieved by modified unit arrangements if the teacher may prefer.

A course in American History serves to bring together in their historical setting a wide variety of institutions and activities which make up the composite of American life. It should stimulate and prepare students to carry on further study of such topics beyound the necessary limitations of a single year's course in school, including incidental study of an interested citizen as well as other courses in high school, college, and adult educational opportunities. Teachers of American History should be familiar with the plan of the required 12th-grade course in American Government so that the treatment of governmental topics which remains as a part of a well-rounded study of history will lead up to and not wastefully duplicate the further study of government in the separate course. Teachers should likewise be familiar with the elective courses in the social studies in the 11th and 12th grades (Sociology, Economics, World Problems, Latin America, Geography, and Law), for the purposes of connecting with the content of those courses and encouraging pupils to enroll in them if their program plans will permit. There are also opportunities for helpfully linking the history with courses studied in other departments, the most definitely planned correlation being that of the English Department's 11th-grade course in American Literature.

COURSE OUTLINE: First Semester

The first half of the year's work extends through the Civil War and those following events which may be regarded as mainly the aftermath of that conflict. The semester is outlined in five main divisions or units, for which approximately equal attention is suggested (from three to four weeks for each). The sequence of units is chronological except that the early national period (1789 to about 1850) is divided topically between units III and IV and the background portion of unit V. Variations from this plan in arranging actual teaching units may be made at the option of the teacher, while using the outline as a guide and check-up to insure that important points are being emphasized and that, in the final outcomes for the pupils, the main sequences of development within the whole story are understood and do not remain a confused interlacing of many threads through a succession of presidential terms or other chronological divisions.

1. Exploration and Colonization. How Europe moved westward and bequeathed to us our great colonial heritage.

   The attention given to the explorers and to colonial life and history in the elementary and junior high schools makes it unnecessary to go through this period again in full narrative and descriptive detail. A treatment effectively different from previous courses in this first unit is important in enlisting pupils' active cooperation in making this years's course something more interesting and profitable than a mere retelling of an old story. To the extent that this is properly a "refresher" unit, students' assistance should be enlisted in selecting particular events (including key dates), persons, places and other map facts, key ideas, vocabulary, etc., which the well-informed person is commonly expected to know and which are useful in the study of history and of present-day affairs. In these opening weeks this exploration of the field may extend to the broad sweep of American history as a whole, as well as in more detail to the period belonging specifically to this unit; it should be accompanied by a consideration of the methods and tools of acquiring and retaining such knowledge. From the background of old knowledge refreshed, much of the time of this unit should, however, be devoted to more mature interpretations of familiar topics, discussion of some moot questions of early American history, and the filling in of gaps in topics not satisfyingly covered in previous courses. Interesting studies of this sort will be useful in initiating the procedures of class and individual work, including selective use of textbook material, supplemental reading, independent and critical use of sources of information, group projects, etc., which will be continually needed in later units of the course.

A. Basic factors affecting American history:

1. European conditions leading to discovery and exploration; how the state of European trade, politics, and culture at the end of the Middle Ages influenced the beginnings of our American history.
2. The geography of the new country, and how its location, climate, topography, resources, etc., contributed to its development. (While in this and other parts of the unit there will be emphasis upon the territory subsequently occupied by the United States, there should be considerable attention to other parts of the Western Hemisphere.)
3. The native inhabitants of the New World; including such topics as what anthropologists have added to our knowledge of the history and culture of the American Indians, what the Indians did with their environment in comparison with what the inheritors of European civilization could do with it, and the part played by the Indians in the later history of the Americas.

B. European settlement and control of the Americas:

1. Motives and methods of colonization and imperial control, especially of the English, Spanish, and French as effected by their European backgrounds and by the geography and native populations in the areas settled by them.
2. The population groups and living conditions in the thirteen English colonies, and their contributions to the American way of life.
3. The conflict between England and France for superemacy in North America, and its important effects upon American and world history.

II. Independence and Federal Union. How colonial resistance to British imperialism resulted in a War of Independence and in the establishment of a Federal Republic strong enough to make its way in the world; 1763 to 1789.

A. The widening breach with British imperial control:

1. Underlying reasons for the growing friction between England and the colonies after 1763, because of the divergence in attitudes and interests on the two sides of the ocean, and because of the changes in British colonial policy which brought such differences out at various points of conflict.
2. The chain of events from the French wars to the early months of the Revolution, as successive difficulties arose and led to successive stages of colonial opposition, culminating in hostilities and a move for independence. (The Declaration of Independence may be included here as presenting the colonists' final bill of complaints and their underlying theory.)
3. Contrasts with Canada and with the Latin American colonies in their attitudes toward and relationship with the Mother Country.

B. The establishment of American independence:

1. The Revolutionary War, including review and extension on a more mature level of students' knowledge of particular military, political, and diplomatic events, outstanding leaders, resources, attitudes of the people, and other factors in the progress of the war.
2. The social, economic, and political results of the war and the treaty of peace.

C. The Critical Period. (The treatment here, and political aspects of other parts of unit II, may be briefer than would otherwise be the case because of the further study of the Constitution and its historical background in the required course in American Government.)

1. How the governments and people of the States, and of the United States under the Articles of Confederation, struggled with difficult problems in their postwar America; especially economic and social conditions in the East, and legislation (1785-87) with regard to the western lands.
2. The creation of a new instrument of government for the United States, through the calling and deliberations of the Federal Convention of 1787 and the final adoption of the Constitution which it proposed.

III. The Development of American National Institutions. How the United States put its new government into practical operation, acquired a national consciousness, and developed its economic and cultural life, 1789 to approximately 1850. (For other aspects of this same period see IV and V-A below.)

A. Political development. The following topics are suggested for emphasis in tracing the events of this period on the political side, and in giving the early historical setting for phases of American political life which will be further studied in the course in American Government:

1. How the new United States government was put into operation, and strengthened its position by successfully meeting its financial and other domestic problems of the Washington administration.
2. How the constitutitonal system of choosing officers and determining public policy worked out in the early elections and Congresses, especially as supplemented by development of political parties. (In this connection, a general view of the succession of elections and party changes to mid-century or beyond will be helpful, in combination with key dates of other kinds, in providing a chronological base for keeping straight the time relations of the various events to be studied in this group of units.)
3. The development of national consciousness and national political precedents, especially through the popular movements of Jeffersonian and Jacksonian democracy, and through the interpretation of the Constitution under Marshall's leadership (in combination with other national and contrasting sectional tendencies brought out in other parts of this group of units, below).

B. Economic development, which may be studied either topically (agriculture, manufacturing, transportation, etc.) or in a treatment divided first into a few main stages such as the following three (for which the embargo of 1807 and the panic of 1837 are suggested as convenient and significant dividing dates):

1. The colonial and early national period of an agricultural economy supplemented by maritime interests.
2. The rise of manufacturing, midwestern agricultural expansion, struggles of national and sectional interests and of booming business and Jacksonian democracy.
3. Continental expansion, with machinery on farm and in factory, improved transportation, and large population movements into and across the country.

C. Cultural development:

1. Education; especially the rise of the public school.
2. Literature, the press, and the arts.
3. Humanitarian and other reform movements.

IV. Territorial Expansion and Foreign Relations. How the United States assumed its place in the family of nations and rounded out its natural boundaries.

A. Frontier and European problems of the early republic:

1. The Great Lakes frontier and other post-Revolutionary problems involving Britain; the Jay treaty.
2. The Mississippi and Gulf frontiers; relations chiefly with Spain; acquisition of Louisiana and Florida.
3. Relations with revolutionary France; and instructive chapter in diplomatic complications and in the impact of foreign ideas on our domestic affairs.

B. Events centering around the War of 1812:

1. How European war conditions and our own domestic politics brought on our second war with Britain.
2. The conduct of the war; a study in early American military policy and domestic affairs in wartime.
3. Postwar settlement of our problems with Britain, and later development of our Canadian neighbors.

C. Latin America and the United States:

1. The Spanish and Portuguese colonies in America and how most of them became independent in the first quarter of the 19th century.
2. Beginnings of our Pan American policy; the Monroe Doctrine.
3. Some later developments, especially in the Caribbean region (for Mexico see D and V below).

D. Expansion beyond the Mississippi:

1. Development of the Louisiana purchase and its extension northwestward into the Oregon country.

2. The acquisition of the Southwest; Texas; the Mexican War.
3. The gold rush and other mid-century developments in the West.

V. Sectionalism, Secession, and Reunion. How divergent interests led to open conflict, followed by a restoration of union.

A. Background of sectional divergence (bringing together the developments which bear upon this unit in the periods prior to about 1850):

1. Differences among the sections of the country in conditions and in resulting attitudes on various governmental policies; efforts to promote harmony of interdependent sectional interests; persistence of most serious differences on a North-South basis.
2. Constitutional background; federal and state powers; early proposals of nullification and secession (1799, 1814, 1828-33); contrasting views of the inseparableness of the Union; efforts to maintain a balance of voting strength in the federal government.
3. How slavery became a national issue, as a field of state control affected by federal action, as a key factor in divergence of North and South, and as a subject of agitation and hard feeling.

B. Events leading to the Civil War:

1. The new crisis following the Mexican War, including the Compromise of 1850, the Kansas problem, the Dred Scott Decision, etc.
2. The new generation of political leaders coming into power during this time and the policies they represented.
3. Changes in party alinements, the election of 1860, and the secession of Southern states.

C. War between the North and South:

1. The resources and wartime internal conditions and events on the two sides.
2. The main course of the military campaigns.
3. Foreign relations during and just after the war.

D. The Reconstruction period (chiefly events to 1877, but leaving to the second semester the fuller treatment of those developments, especially economic, which are viewed as beginnings of the later period rather than the closing up of the earlier ones):

1. Reorganization of the seceded states.
2. Provisions for the freedmen.
3. Political events of Johnson's and Grant's administrations, through the disputed election of 1876.

COURSE OUTLINE: Second Semester

This semester is outlined in five units, alternating the domestic affairs of three periods with two units on foreign relations (each of the latter emphasizing foreign affairs which became prominent near the end of the period covered by the preceding domestic unit and continued into the following period or periods). If desired, units VII and IX may be placed together to constitute a consecutive study of our foreign relations; and teachers who prefer greater use of topical arrangement on domestic affairs also, may pick out some topics running through units VI, VIII, and X for a similar consecutive treatment. On the other hand, a more distinctly chronological arrangement is also possible, using this outline as a guide to various topics which should be stressed as they run through the successive periods. It is suggested that the first three units as here given (or the corresponding content in some alternative arrangement) be handled in about three weeks each, leaving about half the semester for IX and X with an emphasis on direct study of present-day problems in connection with the more recent history (without neglecting present-day connections in earlier units also and study of current events throughout the course).

VI. The Industrializing of America. How the reunited nation forged ahead especially in its economic life, in the later decades of the nineteenth century, and met some problems along the way.

A. Main trends of national development in this period. (General description and interpretation of these trends should be combined with a chronological orientation for the semester, utilizing some key events and their dates as well as the broader sweep of time in relation to preceding and following periods.)

1. The intensive development and geographical spread (with some sectional differences) of manufacturing and commercial interests, and the rise of large-scale financing and control of business.
2. Changes in population and modes of life in the older parts of the country, as results of industrialization, immigration, city life, and new interests and facilities.
3. Filling out of much of the West; life and economic interests of the newer sections; influence of the frontier and of the "end of the frontier" in American history.
4. Political trends and leaders, from those dominant just after the Civil War (see also unit V-D), through various partially successful reform movements, to the conservative victories of 1896 and 1900, ending the century in an upswing of prosperity at home and of new concerns abroad (see unit VII for the latter).

B. Some major public questions of the times which may be singled out for systematic attention:

1. The silver question, with a background of the greenback and other earlier stages of the currency problem; to be linked with trends and crises in the business cycle, and with other issues in the Populist reform movement.
2. The curbing of big business, in the Granger movement and in national legislation on railroads and trusts.
3. Labor problems; the rise of organized labor; strikes; radical movements; immigrant labor.
4. The tariff as a persistent American political issue; its relations to business interests, the workingmen and consumers, and the national treasury.

VII. Widening Interests in Hemisphere and World Affairs. This unit is concerned primarily with our external relations in the two decades ~~preding~~ preceding World

War I, with some earlier background; but it may be desirable to bring some of the topics (particularly A-3 and B) more systematically down to the present time in the same unit with the earlier treatment.

A. How our conflict with Spain brought us into important new relationships:

1. How a combination of popular sympathies, private interests, and unfortunate incidents brought a declaration of war against Spain in behalf of Cuba.
2. The Spanish-American War itself, the peace treaty, and the principal ways in which they affected the home affairs and international position of the United States.
3. The United States as a colonial power; commercial, constitutional, and other aspects of our venture in imperialism; how we have handled our relations with the islands severed from Spain and with some other territorial possessions, as compared with the colonial policies of other nations.

B. Other phases of United States relations in the Americas:

1. Linking the oceans by waterway; earlier stages of isthmian canal proposals; the Panama revolution, completion, use, and strategic aspects of the canal.
2. The rise and subsequent decline of the policy of intervention, under the "corollary" of the Monroe Doctrine and "dollar diplomacy"; interventions in the Caribbean and Mexico, 1904-1914, together with some earlier actions under the Monroe Doctrine, and later trends to a non-intervention "good neighbor" policy.
3. A more general view of Pan American conditions and policy (extent of treatment depending upon extent of coverage by pupils in their previous geography, American and World history); the Latin American nations, the Pan American Union and related organizations and conferences, and inter-American trade and cultural relations; the development of Canada as an American nation.

C. American interests and participation in other parts of the world (early stages, preliminary to the period covered by unit IX):

1. The Pacific and Far East; development of trade; Alaska, Hawaii, the Philippines, and smaller territorial acquisitions; relations with Japan, China, and European powers in the Pacific area.
2. European and world-wide affairs; review of earlier trade and diplomatic relations with the Old World; participation in the peace movement and international bodies before 1914.

VIII. The Progressive Era. How reform movements in various lines made progress in meeting our domestic problems in the first two decades of the twentieth century.

A. The main course of events in this period:

1. The development of reform measures under the dramatic national leadership of Theodore Roosevelt (along with a strong policy in external affairs, unit VII), accompanied by exposures by the "Muckrakers" and by reform programs in state and local affairs.
2. Contests among various progressive and conservative groups in elections from 1908 to 1912 and in governmental actions during the Taft administration.
3. Continuation of progressivism under changed leadership in the "New Freedom" of Woodrow Wilson, later overshadowed by international concerns in World War I (unit IX).

B. Some major lines of public interest and government action:

1. Public attitudes and new legislation regarding methods and controls of commerce and industry; trust-busting, revisions of the commerce and anti-trust laws, and new regulatory laws and boards; a new national banking system; labor relations; radical economic groups.
2. Reforms in the procedures and machinery of government, for honesty and efficiency, and for more direct control by citizens; suffrage and elections; municipal reform; new trends in taxation. (These topics especially, brought out in their historical setting here, will be further developed in the required senior course in American Government.)
3. Social reform; improvement of working and living conditions; advancement of education and cultural interests, concern for the nation's human resources.
4. Conservation of our material resources through governmental aid and control, and through increased public interest:

IX. America in Two World Wars and the Search for World Security. Because of similarities and parallels between the two wars and their preludes and aftermaths, they are here brought together in one unit for a combined and comparative study; but they can also be studied more separately along the general lines of the outline, or in a more conventionally chronological sequence with help from this outline in bringing out the most significant points. To students in senior high school, much of the story of the two great wars should be an old story because of previous study in American and modern world history, and through reading, films, and other sources. This course should not duplicate the story in the old way, but should check up and refresh the most essential knowledge and reorganize and supplement it on a more mature basis.

A. America's involvement in two great wars and in the world affairs which might bring on another:

1. How the armed peace of opposing alliances broke down in 1914 and drew other nations in also; our own concern in the aims and methods of the opposing powers, which finally ended our neutrality.

2. How a new era of aggression, in both the European sphere and the Far East in the 1930's, with dangers enhanced by temporizing and appeasement, led the United States from the vitims of Axis aggression, and being forced into war finally by Japan's attack in 1941.
3. Our altered situation and responsibilities as most powerful nation on one side of a divided world; problems of meeting the Communist menace in the ideological contest and in "cold wars" and armed aggressions in various trouble spots, while seeking to lessen the danger of another general war.

B. Battle fronts, the home front, and preparedness:

1. General course and high spots of the fighting in the two wars, and related international action leading to victory; war personnel, strategy, and methods.
2. Wartime on the home front (connecting with the story of domestic events in VIII-A-3 and at several points in unit X); support of the war effort; measures of home defense against possible attack or subversive action; effect of the wars on domestic economy, liberties, etc.; what the wars cost directly and in postwar obligations.
3. Preparedness for war, in the light of past experience and the great changes in warfare and in our international position; our permanent military establishment, provisions for enlarged forces in time of need, scientific and industrial preparedness; diplomacy, propaganda, and secret services on both sides in relation to possible war.

C. Cooperation with other nations for security and prosperity:

1. Historical background of difficulties in "winning the peace"; the postwar settlements of 1919 and the relation of the United States to them; efforts at collective security, reduction of armaments, peaceful means of settling disputes, and outlawry of war, with increasing dangers from major powers with aggressive aims and situations which play into their hands.
2. International organization in present practice and future possibilities; the structure and functioning of the United Nations, with comparisons with the League of Nations and other past efforts, and with proposals for change; affiliated and separate organizations for world-wide action along special lines and for regional cooperation; international law, judicial procedure, and other means for settling disputes and punishing international offenders.
3. Helping other nations toward prosperity and goodwill; relief and rehabilitation during and after both wars; Marshall Plan and other aid programs, work in occupied countries, development of backward areas; effects of international aid on our own economy and security; our own and other nations' policies regarding trade barriers, international payments, migration, freedom of information, propaganda, cultural interchanges, etc.

X. Domestic Affairs since the First World War. Our present-day accomplishments and internal problems in the setting of our more recent history. Students should get both (a) a chronological view of major events and trends and the public issues related to them, and (b) some consecutive topical treatment of major lines of progress and persisting problems. The former is more directly indicated in the outline below, while the latter will depend especially upon teacher-pupil planning in the light of current affairs.

A. The return to peace, and the boom years:

1. The closing of the Wilson administration, and Harding's program of "return to normalcy"; the contests over winding up our wartime affairs, amid business and labor difficulties, social and political scandals.
2. The long-continuing postwar difficulties of agriculture, and various measures proposed for farm relief; agricultural and other dissatisfied groups in the Progressive Party of 1924 and other reform movements.
3. The great upswing in business; new inventions and the rise of new industries; Coolidge prosperity, and life in "the golden twenties"; the speculative boom which collapsed in 1929.

B. Depression, New Deal, and war again (1929-1945):

1. The onset and deepening of the great economic depression; efforts locally and nationally during the Hoover administration to tide business and consumers over and to aid recovery; the campaign of 1932, and the worsening of the crisis before the F.D. Roosevelt inauguration; remedial measures of the "Hundred Days" of March to June, 1933.
2. How the New Deal developed from an emergency program to a far-reaching program of permanent reforms; ups and downs of recovery; political and judicial difficulties of the program; topical study of important permanent legislation (social security, labor relations, business reforms, agriculture) connecting with the study of later periods.
3. How the Roosevelt administration was extended to a third and the beginnings of a fourth term, with remnants of the depression ended and domestic policies greatly affected by the defense program and then by direct participation in World War II.

C. Developments since 1945, and the future outlook:

1. Political developments of the Truman administration; the change-over amid war's-end problems; legislation of the Republican 80th Congress; the Truman "Fair Deal" after its 1948 victory.
2. Advances in knowledge and its application to human welfare; the challenge of atomic science and other scientific and technological progress to the wise use of modern man's powers; maintaining and advancing living standards, education, cultural interests, and social good order of our population.

3. Some selected problems of today. Depending upon the attention given to these current problems in previous parts of the year's work, the treatment here may very largely be that of reviewing and rounding out topics previously touched upon, final reporting on special topics which have been gradually worked up while other class work was in progress, and class study on any topics of special interest previously overlooked or especially reserved for this time. Selection will be aided by reviewing the major topics studied in current events in recent months, and by noting topics listed in this outline for periods before 1945 to see how far they continue as live issues of today.

Grade 12 - AMERICAN GOVERNMENT

One semester, required

A BRIEF OVERVIEW OF THE COURSE

This course forms part of a three-semester sequence in American History and Government required of all pupils for high school graduation. The semester in American Government will regularly follow the two-semester course in American History which will ordinarily be taken in the 11th grade; but, in cases of delayed completion of the history requirement, it would be permissible to take the course in American Government simultaneously with the second semester of American History.

The duties, responsibilities, and rights of citizens under our state and national systems of government are studied with the aim of effective citizenship constantly in view. Students investigate the purposes and structure of state, city, and federal government. They discuss problems of politics, taxation, and regulation of public utilities. Current events that affect our daily lives receive constant attention all through the course.

Grade 12 - AMERICAN GOVERNMENT

One semester; required for graduation

AIMS

1. To develop in the student an understanding of government and of the individual's civic responsibilities and privileges.
2. To strengthen the student's belief and faith in American ideals, so that he will assume his full responsibility in public affairs.
3. To develop in the student a continuing interest in government which will result in active, intelligent, and constructive citizenship.

SUGGESTIONS FOR THE TEACHER

This course forms part of a three-semester sequence in American History and Government required for high school graduation. The semester in American Government will regularly follow the two-semester course in American History which will ordinarily be taken in the 11th grade; but, in cases of delayed completion of the history requirement, it would be permissible to take the course in American Government simultaneously with the second semester of American History. Teachers of American Government should be familiar with the plan of the course in American History and should articulate their work with the background which students are found to have gained from that preceding course and from other sources. The historical development of our Federal Constitution and of other features of our governmental system has not been neglected as part of a well-rounded study of our history, even though less expanded there in anticipation of further treatment in the separate course in American Government. Many public questions affecting government and examples of how our government has dealt with particular situations are taken up in the study of history and should be drawn upon in the more systematic study of government as such, making the latter more effective as well as reinforcing instead of wastefully duplicating the previous learning.

The outline of the course is intended to be suggestive and not at all mandatory. There are various modifications of arrangement by which the subject-matter of a study of American Government can be utilized toward the development of intelligent and responsible citizenship. No rigid time allotment is set for the five units in the course outline, although it is suggested that the semester be fairly evenly divided among them. If any unit is given appreciably more time than the others, it would probably be unit III, in order to cover the various phases of our national and State governments in practical operation. While the general order of the units has logical advantages, the time when particular topics are taken up or emphasized may be modified to take advantage of interest aroused or material made currently available in connection with an election campaign, a session of Congress, or other events related to government.

The national government is especially emphasized in units II and III, both because of its general importance and because of the special situation of the student here in the capital of the nation. State governments should not, however, be neglected, and will, in fact, require especially well-planned treatment in order that students may understand the working of State governments although living in an area which is not a part of any State. Some class members who have homes or other interests in particular States may contribute to the class from their firsthand knowledge or special study.

As a general plan of treatment, however, the study of Congress, the executive agencies of the United States, and the Federal courts as they carry on their work in Washington and elsewhere, provides a good foundation for the study of the similar bodies and officials performing parallel functions in the field of State government. Whether this parallel study of the State governments is taken up separately after the United States government has been studied, as in the outline of unit III herewith, or whether it is more largely worked in with the study of the particular corresponding branches of the national government, may be determined by the teacher. The teacher may also vary the dividing line between units II and III, while preserving a good development without unnecessary duplication. It is the intent of the outline that unit II shall develop the principles and main plan of our governmental system in its historical setting, and that unit III shall explain how a government set up on such principles actually works.

The working government should be studied not only in its most general procedures but also as it operates in particular fields of governmental action. The particular subjects of legislation and the particular bureaus of the executive branch are too numerous for all of them to be studied in detail and in encyclopedic fashion, and consequently a few which are especially important and typical should be selected for chief attention. Reference books, as well as any textbook which provides a wealth of encyclopedic detail, should be used selectively in this way and government agencies which are not studied in detail by the class as a whole may provide good special-topic studies for particular students. Such basic features of our government as elections, public finance, and civil service will naturally receive attention, and also major examples of the protective, regulative, and promotive services of government of which a preliminary view is given in unit I. Some topics are, however, more fully treated in the preceding year's work in American History. For example, the foreign relations of the United States, our military defense, and the organizations in the field of international cooperation, need to be brought into the total picture of our governmental relations, but a fuller treatment of them, in connection with the world events of recent years, has been placed in the second semester of American History as well as in the 10th grade courses in Modern and World History.

One important aspect of government which should be given full attention in this course in American Government is law, its relation to the citizen, and its administration by the courts and by enforcement agencies. While a separate course in Law is offered in the high schools, it is elective and gives most attention to the usual topics of commercial law. The required course in American Government is depended upon to round out the understandings and attitudes about legal matters which every lay citizen should have. The first two units afford opportunities for considering the origins and growth of our legal system, together with important rights and obligations of the citizen, which come in again in the final unit of the course. The organization and practical workings of the courts and the enforcement agencies are given fullest attention in Unit III, supplemented in unit IV from the local angle, as well as in the final unit V with emphasis on the citizen's participation.

The importance of governmental activities and civic relationships in the local area, and the special situation in the District of Columbia which tends to be overshadowed by the national emphasis in some other parts of our social studies program, call for full treatment of local affairs in unit IV. Main attention is given to the District of Columbia, but the study also broadens into considering characteristic forms of government and community services in other local areas as they may resemble or differ from those in the District. The treatment in this unit, even more than in other units of the course, should reach out into various concerns of the citizen without being too narrowly confined to the government as such, as this course affords a valuable opportunity to round out and weld together the young citizen's view of the varied activities which make up the community life in which he should be prepared to take an active part. Local contacts and local informational materials will be needed to supplement the general textbooks and other familiar general sources of information to cover matters peculiar to the District of Columbia or to tie up the more general information with the specific examples to be found in the District. Our own local textbook about Washington, and supplemental mimeographed material kept up to date from time to time, will therefore be provided to serve the special needs of this unit.

While full use should be made of textbooks and other printed sources of information in understanding government and citizenship, the course should emphasize government as a going concern and citizenship as something to be practiced. An adequate appreciation of the working relationships of government and citizens, and a positive devotion to democratic ideals as exemplified in the best practices of American life, cannot be obtained merely from books. Full advantage should be taken of the opportunities which students have for observing governmental activities in Washington, both national and local, and for participating in civic enterprises and in the ordinary contacts of community life both individually and through their family and other group connections. Class and school activities provide practice in procedures of investigation and discussion, of reaching group conclusions and acting upon them, which are valuable as skills of the citizen, and which also serve in the immediate situation as vehicles for the study of particular content of the course and for getting a realistic understanding of how similar procedures work in actual government and in adult civic work. The student should leave this course with good habits of civic participation and of keeping up with current affairs that are of concern to the citizen, and a life interest in continuing such activities when he no longer has the stimulation and the aids which are provided by a school class studying about civic affairs.

COURSE OUTLINE

I. The Growth of Freedom:

A. Necessity for government to secure freedom under law:

1. Protection of citizens and their interests against lawlessness at home and enemies from abroad, and against the tyranny of powerful groups or of the government itself.
2. Regulation as a function of government increasingly important because of our complex economic life and the closer interrelations of persons and their interests.
3. Promotion of the interests of the nation and citizens, as in education, without undue encroachments upon private freedom and initiative.

B. Our heritage from abroad:

1. Classical background in Greek and Roman political theory, experience in democracy and in federalism, and the development of civil law.
2. Continental European background in the experience of both royal and republican governments.
3. Background from the British Isles, in the common law, the evolution of parliamentary government, the restriction of privileged powers, and some political, religious, and economic conflicts brought over to the colonies.

C. American experience before the Constitution:

1. Types of colonial government, in their chartered, royal, or proprietary relationships, and in the development of local government units and agencies.
2. Problems of colonial government in relation to the power of Great Britain, ending in independence as outcome of resistance to encroachments upon colonial autonomy.
3. Early difficulties in the government of the independent United States under the Continental Congress and the Articles of Confederation.

II. The Constitution of the United States, an Instrument of Political Freedom:

A. The Great Convention:

1. The members of the Convention and the varied interests which they represented.
2. How important compromises reconciled the many differences to result in the drafting of a Constitution.

B. The text of the Constitution:

1. The composition, powers, and procedures of Congress.
2. The executive department and its powers and duties.
3. The system of federal courts, and Constitutional provisions affecting court action.
4. Obligations of the States to each other and to the federal government, and of the latter to the States, including guarantee of republican government, and the power to set up new States.
5. The processes of ratifying the original Constitution and of making amendments to it.
6. The provisions of the amendments so far adopted.

C. Present-day Constitutional problems:

1. Growth of power of the national government, in relation to the States and to private interests.
2. Effects of changes in world conditions upon the functioning of our federal system.
3. New amendments to the Constitution which have been recently proposed or considered.

III. The American Federal System in Operation:

A. General characteristics of our federal system:

1. The nature of a federal union, and its importance as a governmental system for a large democratic republic.
2. Division of powers between the United States government and the State governments.
3. How these governments are divided into legislative, executive, and judicial branches, with separation of powers but also both checks and cooperation between them.

B. The operation of the Federal Government:

1. The Legislative Department -- how the Senate and House of Representatives are organized, make the laws on subjects within the federal powers, and perform certain other functions.
2. The Executive Department -- the President, his powers and duties, and the organization of the Cabinet departments and various independent offices.
3. The Judicial Department -- the organization, jurisdiction, and procedure of the Supreme Court and the lower federal courts.

C. The governments of States and other political divisions:

1. How State constitutions and governments in general resemble but also differ from the Federal.
2. Relations among the States; Constitutional requirements, and various practical forms of comity and cooperation.
3. Law-making in the States; the composition and powers of State Legislatures; the participation of the people in choosing the legislators and also in some direct voting on questions in elections.
4. State governors and other officers and agencies of the executive branch; their qualifications, selection, powers, and limitations.
5. State courts; the organization and procedure of both trial and appellate courts.
6. The government of territories and possessions of the United States. (For the District of Columbia and local areas in the States, see unit IV.)

IV. Government and Civic Interests in the Local Area:

A. The development of local units of government:

1. The dual nature of local governments, as agents of the local population and as political subdivisions of a higher government, with variations according to the type of area and work to be done.
2. How the District of Columbia was set up as a local area under federal control, and was provided successively with various urban, rural, and District-wide forms of government.

3. How local governments are provided for communities and larger local areas in the region around Washington and in the local-government systems of other States.

B. The present government of the District of Columbia, with comparisons with local governments elsewhere:

1. Law-making for the local area; relations of the District to Congress, and of other localities to their respective State Legislatures.
2. Local finances; taxes and other sources of income; budgets and appropriations.
3. The organization and services of various municipal officers and bureaus in the District and elsewhere, and also of some arms of the Federal and State governments which perform local services.
4. Citizen participation; individual responsibilities, civic organizations, local politics and elections.

C. Important local interests and services, and how they are provided for by a combination of government and private activities:

1. The economic life of the community; production and trade services which the Washington area renders and receives within itself and in exchange with other areas.
2. Physical convenience and safety; the physical setting of the community and the engineering and protective services for maintaining it.
3. Education and cultural interests.
4. Welfare problems and services.

V. Citizenship: Its Privileges and Responsibilities:

A. Allegiance and Loyalty:

1. Allegiance of the citizen to the government under whose protection he lives, including obedience to its laws and respect for authority.
2. Political intelligence, and understanding of our ideals, institutions, and way of life, as necessary bases for effective loyalty to a government founded on democratic principles.

B. Respect for the rights of others:

1. Respect of government for the rights of the governed.
2. Respect of majorities for the rights of individuals and minorities.
3. Subordination of regional, group, and individual interests to the interests of citizens as a whole.
4. Regard of each individual for the rights of other individuals.

C. Service due from citizens:

1. The duty and privilege of suffrage.
2. Holding public office if qualified and needed.
3. Jury service.
4. Military service in time of national emergency.
5. Assistance to officers in maintenance of law and order.
6. Keeping elected officials informed of the citizen's views on current issues.

D. Service performed by the government:

1. National defense
2. Protection of persons and property.
3. Education.
4. Aid to industry and business.
5. Regulation of commerce in the general interest.
6. Relief of economic distress.
7. Conservation of resources.
8. Public works.

Grade 11 or 12 - SOCIOLOGY I: PERSONAL PROBLEMS

One semester, elective

SOCIOLOGY II: SOCIAL PROBLEMS

One semester, elective

A BRIEF OVERVIEW OF THE COURSE

This course is designed to give students in the upper high school years an opportunity to study more intensively some of the important problems of American life, together with an overview of social institutions and processes, as a basis for understanding these problems and their relationships. The first phase of the course covers the elementary principles of sociology with an emphasis on personal applications. The main topics covered are: understanding ourselves, problems of adolescence, marriage, adult family responsibilities, choosing an occupation, and problems of the worker. Class discussions and topics assigned to students for study are selected so as to be of special interest to the individual students in the class.

The emphasis in the second semester is concentrated on our social institutions, and the contributions they make to man's life. The institutions discussed include: family, community, government, the school, the church, and housing. Certain social problems are also discussed and studied, such as those based on rural and urban life, ethnic groups, crime and delinquency, poverty and security. The course also includes a comparison of different types of society, their advantages and disadvantages.

Grade 11 or 12

SOCIOLOGY I; PERSONAL PROBLEMS

One semester, elective

AIMS

1. To develop pupils' desire and ability to meet their problems of social adjustment and personal satisfaction in life on the basis of sound knowledge and serious planning.
2. To give a foundational understanding of the characteristics of the individual as a member of the human race, through selected portions of psychology and related studies.
3. To help pupils to understand and deal with various problems of current interest and importance in adolescent life.
4. To study also the road ahead of the pupil, especially as concerned with (a) marriage and adult family responsibilities, and (b) vocational choice and adjustment.

SUGGESTIONS FOR THE TEACHER

This course has become one of the most popular electives in the department as it enables students in the upper high-school years to deal directly with various problems of their current personal life and of their planning for the future. It seeks not only to assist in solving those particular problems, but through them to develop attitudes of sound adjustment to realities of life. When the course was first developed in the late 1930's, it was combined in one semester with some of the study of social institutions and problems which was subsequently developed into a separate semester's work as Sociology II. While Sociology I is not systematic sociology in the academic sense of that term, it lies largely within the broad field of sociology with an emphasis on personal applications; the title under which it had become well-known and popular has been retained with the clarifying subtitle of "Personal Problems." Sociology I and Sociology II are distinct courses, neither of them a prerequisite or a substitute for the other.

Sociology I is recommended for all students in the upper two years of high school, without limitation to any curricular or ability groups, unless it may appear that particular students have covered much of the ground or achieved the chief aims of the course in other ways. It has been developed with important cooperation from the Guidance Department, with a view to providing effective "group guidance" to correlate with the individual counseling. The prior course in our own curriculum which most nearly resembles Sociology I in this respect is 9th-grade Civics, Differences in maturity of pupils and in extent or mode of treatment of various topics make it entirely permissible to follow the Civics by Sociology I two or three years later. Teachers of Sociology I should ascertain which of their students have had the Civics, in order to utilize that background for developing more advanced work instead of duplication on overlapping topics.

The vocational portion of this course (units IV and V in the course outline) is the part in which there will be greatest need to adapt the content to considerably divergent interests of groups and individuals, varying in their vocational outlooks and in the extent to which they may already have explored posibilities and made definite choices. Adaptation to a group as a whole should be made where a class is fairly homogeneous in this respect (notably in the special adaptation of Sociology as a Labor Problems course in vocational high schools), but generally more of the adjusting will need to be made within the class along such lines as suggested in the noted preceding unit IV in the course outline. In general, however, the course should be thought of as dealing with the common human interests of the adolescent age, and, while there needs to be recognition of the fact that differences of background, maturity, temperament, etc. make some topics of more individual interest and value than others, students will derive advantage also from contacts with divergent interests and ideas in a class which resembles in variety the social groups they will need to understand and, in varying degree, associate with in their adult life.

The outline herewith starts with the mainly psychological foundations of human ability and behavior in unit I, and then takes up various adolescent and prospective adult problems. This arrangement is a logical and also a very teachable one, but other arrangements are also possible and permissible. For example, the course may be started with some personal problems raised by the students, and may then develop (either in one systematic unit or more spread out along with the problem units) the psychological and social backgrounds shown to be needed for understanding those problems. Also, some problems which belong logically to units as here outlined may (by decision of the class or by the teacher's planning) be reserved for attention near the end of the semester, for any of several reasons (for some special appropriateness at that later time, to permit a more gradual development of individual and group projects with some help from topics to be studied meanwhile, to make way temporarily for some other live interest, or to couple the closing review of the course to some interesting new applications).

Most of the topics of the course should be introduced and then further developed through problems suggested by the students as arising in their own experience or otherwise known to them as situations they are likely to face sometime. The order of topics will be influenced by the problems which happen to arouse most interest at the time, but this should not result in a merely random selection or an unbalanced use of time in the course. The teacher should exercise guidance in this respect without undue dictation, and can get the cooperation of the class members in distributing their time so as to cover the topics which they can see they will want to cover before the semester is over. The textbook and other printed matter will suggest problems which the class will quickly adopt as of interest to them, and will help to define and to open up the possibilities of problems already vaguely felt, as well as to organize the relationships between problems.

The problems accepted from students for class discussion should generally be those which are of most widespread concern to the members of the whole group, or in some cases to smaller groups within the class who may be at work on simultaneous group projects. The more special problems of individuals can sometimes be turned to good educational use for the group, but generally the personal aspects involved as well as the conserving of class time will suggest separate individual attention to them if their nature and importance warrant following them up through school channels. The study and discussion in Sociology may be very helpful in bringing to light some individual pupil problems which can be helped by the teacher of this class or by reference to the counselor or other faculty members or the sources of help outside of school. It is to be hoped, also, that students will be helped to think out their own special problems (even if not specifically mentioned in class for lack of time or because of their own reticence) by the discussion of other problems and by the facts which are brought out in class and in materials read.

In recent years there has been much material published on the topics included in this course, suitable for direct use by young people, and other material from which the teacher can pass on information and guidance to pupils. Some attractive books and pamphlets for pupils' reading and reference about teen-age social interests and about planning for adulthood can be made available in the school and others through the Public Library. The most complicated bibliographical problem is that relating to vocational conditions and choices, because of the wide variety of occupations and the need of up-to-date information in a changing occupational world. Annotated lists of such materials are published from time to time by governmental and other agencies. The Public Schools and the Public Library are at work jointly on other aids to the use of printed matter on vocations and on the other topics belonging to the Sociology course.

The possibilities of films and radio, and of cooperating adults whose personal resources can be drawn upon through out-of-school contacts and sometimes in schoolroom visits, should not be overlooked. The teacher of Sociology should be in contact with the guidance counselor for information which the counselor's office is especially equipped to supply, for the handling of tests which are of concern to both, for collaboration on out-of-school contacts, and for dealing with some individual and group problems of pupils. The administering of psychological tests as a part of the work of the course, or the considering of the results of such tests administered elsewhere, should be a valuable part of units I and IV.

COURSE OUTLINE

I. Understanding Ourselves:

A. Introductory problem: "How can I achieve the good life?"

1. Find out why I am the kind of person I am (through common biological and cultural heritages but with an individuality of my own).
2. Learn about problems I am facing and shall face, and how these problems, and other problems not now foreseen, can be studied and acted upon.
3. Make a desirable pattern of living, exercising my rights as a free individual in choosing my way of life, but taking good account of the wisdom of others and the need to cooperate for the good of others in order to achieve individual happiness.
4. Live according to this pattern, with flexibility to meet changing conditions, but without yielding principle to passing desires and expendiences.

B. The human inheritance and how it is affected by environment:

1. Common physical characteristics of mankind, and their variations in groups and individuals.

2. General mental ability; native capacity and what our experience makes out of it; mental tests and what they mean.
3. Special aptitudes and interests; mechanical and social intelligence; artistic and other talents; the use of aptitude and interest tests and questionnaires.
4. Making the most of what we have; maintaining and developing abilities; getting along in spite of handicaps.

C. Psychological processes:

1. The nervous system; how sense impressions produce associations and actions.
2. The processes of learning and remembering, with applications to school and out-of-school situations; habits, skills, and knowledge of various types.
3. Feelings and emotions, whims and prejudices, and how they affect our thinking, action, and bodily processes.
4. The integrated individual;attitudes, personality, and character.

D. The development of the individual:

1. How the individual passes through stages of growth and aging, basically according to an inborn pattern, but still affected by environment.
2. Looking backward at the stages of childhood through which the student has passed.
3. Adolescence, and its new interests and opportunities; to be further developed in relation to problems in unit II.
4. Adulthood, its responsibilities, and its later stages into middle and old age; some of them to be considered further in following units.

II. Problems of Adolescence. This list is suggestive rather than exhaustive, and yet it is obvious that not all of these could be discussed in detail in the time available. Selection, emphasis, and arrangement will depend largely upon what problems the pupils find of most immediate interest, with some conscious effort to have the conclusions and especially the methods of study carry over to related problems which may be more briefly mentioned at this time or may come up later. In the selection there should also be some note of the extra worthwhileness of problems which, keenly felt in adolescence, can be seen to continue with variations as problems of the adult as well. There are also evident connections between topics of this unit and of unit III, especially in family relationships viewed from the two sides, and in the courtship aspect of getting along with friends; the two units will reinforce each other with possible shifting of particular items from one unit to the other.

A. Getting along with your family:

1. What do your parents owe you in love, protection, and training?

2. What do you owe your parent in love, assistance, and obedience.
3. The child's relation to the family finances.
4. Independence vs. restraint in various particular lines as the child develops through adolescence.

B. Getting along at school:

1. School conditions and opportunities today, with some historical comparisons.
2. The cost and the value of education, to community and to individual.
3. Making the most of educational opportunities.
4. Knowing how to study and learn.
5. Continuing your education.

C. Spending your leisure time:

1. Values and dangers in the use of leisure; tastes and discretion in having a good time.
2. Hobbies and other persisting recreational interests.
3. Active participation vs. spectator interest in various kinds of activities.
4. Facilities for public and commercialized recreation.

D. Getting along with your friends:

1. Making friends; single and multiple friendships, of the same and the opposite sex.
2. Popularity; qualities needed and how developed; good and bad popularity; influencing people in relation to you,
3. Manners and etiquette for general social contacts and in special situations; dress, amenities, etc.
4. Effective participation in organizations.

E. Getting along with yourself:

1. Happiness through active interests, individual and social.
2. Meeting reality; understanding yourself and the situations you are in; mental hygiene.
3. Appreciation of beauty.
4. Religious beliefs and associations.

III. Marriage and Adult Family Responsibilities. (See introductory note of preceding unit)

A. Marriage and family as social institutions:

1. The biological and social functions of the family.
2. Some interesting marriage customs of other times and places.
3. Practical conditions for successful marriage in present-day American society.

4. Legal regulation of the marriage relationship.

B. Courtship and the choice of a mate:

1. Courtship customs here and elsewhere.
2. Dating and other associations in their relation to choice of a marriage partner.
3. Qualities of ability, personality, and compatibility to be sought for successful marriage.
4. Deciding the time and circumstances for marriage.

C. Problems of the marriage relationship:

1. Problems in the adjustment of two personalities.
2. Some particular things to be understood or worked out by the married couple, as to home, children, money, etc.
3. Unhappy marriages and divorce; their causes, effects, and prevention.

D. Managing the home:

1. Household activities and responsibilities for wife, husband, and children.
2. Problems of obtaining and maintaining suitable housing.
3. Wise buying and using of personal and household needs.
4. Aids for the protection and education of the consumer.
5. Budgeting the current income.
6. Planning for security; future income prospects, saving, and insurance.

The vocational phases of the course, comprising the next two units, are recommended to take generally about one-third off the semester, but considerable latitude may be exercised by teachers according to the needs of particular class groups. The division of this time between the two units is especially open to variation. Some individuals and groups will be much in need of attention to vocational choice, while others will have made such a choice with varying degrees of finality. The latter will be especially interested in the problems soon to be met in seeking and filling a job, in which some of the other students may have only a deferred and yet, it is to be hoped, considerable interest, sharpened perhaps by the possibilities of temporary employment or of an unforseen emergency.

To bring out more clearly the difference in purpose and treatment involved, these two aspects of vocational study have been outlined as separate units, and from some classes it will be desirable to teach them in succession in this order. It is also possible to teach them largely in parallel, as a number of the particular topics overlap, and some students may be considering them mainly as they affect their vocational choice while others will be concerned with their application to an already chosen occupation. Even the latter will, however, derive some advantage from being in the same group with students actively concerned with vocational choice, and may need some check-up on the validity of the choice already presumed to be made and also some broadening view of other occupations as a citizen and as against the possibility of a future change of occupation. Where a class is quite varied in its membership as to vocational outlook, the teaching of units IV and V in parallel, or at least with considerable overlapping time, may be the most paractical way of adapting the work to individual needs. Where a whole class can be made up of students who are still largely interested in vocational choice, or those who have already made such a choice in a particular direction (as in vocational high schools and perhaps in some curricular groups in senior high schools), the general plan of the vocational parts of the course can be adjusted accordingly.

IV. Choosing an Occupation. (See preceding suggestions regarding relations of this and the following unit; also the previous suggestions to teachers regarding cooperation with guidance counselors, libraries, and others in obtaining and using printed materials, other information and tests as a basis for guidance.)

A. The occupational world:

1. The multiplicity of jobs needed to carry on the work of the world; also their changeability and trends.
2. Classifications of jobs according to fields of interest and levels of ability required.
3. Practical factors affecting the possibilities of obtaining entrance into and advancement in various sorts of occupations.
4. Going into business for oneself, as alternative to or advancement from an employed position.
5. The sources of information and influence which effect people in making their vocational choices.

B. Self-study in relation to occupations:

1. My abilities and personal traits in lines called for by particular occupations and for general occupational success; as shown by tests, records, and observation.
2. My interests as affecting my success and my happiness in various types of occupations.
3. Practical circumstances which may affect the availability of various occupations for me.

C. Intensive study of two or three possible occupations:

1. Requirements in relation to my abilities and interests.
2. Pay, working conditions, future prospects, and other advantages and disadvantages.
3. Getting first-hand information about the occupation through, observation, interviews, and try-outs where practicable.
4. Added information through biography, fiction, films, and radio programs dealing with the occupation.

D. Preparing for the occupation

1. Matching myself with a suitable occupational field on the basis of self-study and occupational study.
2. Further education needed for the occupation.

3. Having a good record in various respects which will count; credentials and references.
4. Preliminary work experience, as in temporary employment, preparatory jobs, or apprenticeship.

V. Problems of the Worker. (See suggestions preceding unit IV.)

A. Getting a job (initially and also when a change is needed):

1. Information about job opportunities.
2. Applying in writing and in person.
3. Help from agencies and persons in job placement.
4. Legal and other special conditions to be complied with.
5. Part-time and temporary jobs.

B. Succeeding in the job:

1. Personal relationships as well as job proficiency contributing to success in employment.
2. Promotional opportunities in the employment, and being prepared to take advantage of them.
3. Changes in economic conditions and in the worker himself which may affect the future of the job.
4. Possibilities of going into business for oneself, or otherwise creating one's own job opportunities.

C. Working conditions:

1. Wage rates and "real"wages; working hours and time off; annual imcome expectations.
2. Physical conditions and other attractions and drawbacks of the work.
3. Job security, emergency protections, and retirement.
4. Special conditions affecting children, other age groups, women, the handicapped, minority groups, etc.

D. Employer-employee relations:

1. Personnel policies of management.
2. Labor organizations and their activities.
3. Negotiations and disputes between workers and management.
4. Participation of workers in management and profits.

E. Public relations of industry:

1. Some important laws regulating industry, affecting employee welfare and relations, and the success of business ventures.
2. Some important executive agencies of government which assist or otherwise affect the worker.
3. The courts and the worker.
4. Relations of the worker to the consumer and to the general public interest.

Grade 11 or 12

SOCIOLOGY II: SOCIAL PROBLEMS

One Semester, elective

AIMS

1. To give a general view of our major social institutions, how they have developed, and the contributions they make to man's life.
2. On this foundation, to study some important social problems, separately but also as interrelated aspects of a working and growing social system.
3. Throughout this study, to foster sound approaches and practical skills in the study of social conditions, intelligent evaluation of proposals for social change, and active interest and civic-minded participation in meeting social problems.

SUGGESTIONS FOR THE TEACHER

This course is designed to give students in the upper high-school years an opportunity to study more intensively some of the important problems of American life, together with an overview of social institutions and processes as a basis for understanding these problems and their relationships. No particular set of problems is prescribed to be studied. Both the selection and the arrangement should be made with the help of the students themselves, who will show their interest in various problems which may be prominent in the current news, or close to their own experience or observation, or suggested by treatment in history or other courses which aroused desire for fuller study than the time of those courses permitted. Guidance should be aimed at securing a set of problems which are important in themselves, and which, taken together with their varied connections, will give a fairly representative coverage within the whole field.

The scope of the field within which problems may be chosen for this course is quite broad, and overlaps the fields of some other courses offered in the social studies. The teacher should be familiar with the way in which social problems are developed in their historical setting in the required American History which pupils in Sociology II will have had or will be taking at the same time, and should use this interlocking relation to good advantage. The course in American Government is also required for graduation, and consequently, while the relationships of government to various social problems and institutions should be appropriately brought into Sociology II, the full treatment of government in itself and of problems which are mainly governmental in character will be left to the other course.

Sociology II is a distinct course from Sociology I, and neither of these courses is a prerequisite or a necessary complement of the other. Owing to the relatively large enrollment in Sociology I, however, and some tendency of students to elect the two courses in sequence, the Sociology II should be planned to avoid duplication of ground customarily covered in Sociology I. Possible duplications with other social-studies electives (as, for example, in a problem that is likely to be treated in Economics or in Advanced Geography also) may be sufficiently handled by a little adjustment of individual pupils' work within the class, as too few pupils are likely to find program time for more than one of these electives. The outlines of the other electives may, in fact, be consulted for suggestions for units which will be appropriate for Sociology II as well.

There is no specific limitation upon the students who may be admitted to the course beyound the requirement of at least 11th-grade standing. Pupils of distinctly low ability might well be advised against attempting it. Pupils of the college-preparatory groups and others of high ability should derive much advantage from it, though some consideration should be given to their prospects of covering this field to greater advantage in courses they may take in higher educational institutions.

While textbooks will provide considerable of the material for the course, no one book is likely to be followed closely in its regular order of topics, and the work of selecting and investigating particular social problems should especially extend into the use of current and recent materials of various kinds. Some of these materials will be needed not only to bring the study down to the latest developments, but also to local applications in Washington and the surrounding area. Students should be helped to be alert and thoughtful observers of the social scene around them, and to follow up such observation, as well as their reading, by visitations, interviews, and community participation where practicable.

COURSE OUTLINE

It is recommended that about one-third of the semester be devoted to the study of social institutions and processes, and about two-thirds to the investigation and discussion of particular social problems. These two parts may follow each other in that order, or it may be desirable to start with some particular problem which is of special current interest and which will motivate some more systematic study of sociology in order to understand this and other problems to be taken up. It would also be possible to reserve some of the study referred to below as Part One, and especially some of the more difficult parts, to the closing days or weeks of the semester, in order to tie together the whole field of study and to bring out its broader implications.

Part One. Social Institutions and Processes.

A. Some general understanding of what is meant by sociology, culture, civilization, institution, custom, social processes, and other terms and concepts.

B. An overview of important social institutions, and some fuller treatment of those in particular which are not especially covered by other courses the pupils have studied or are likely to study. Family, community, government, law, the school, the church, property, the economic order.

C. How society affects the individuals and groups which make it up. The acquisition of a particular culture by informal absorption and adaptation in the cultural environment and by formal education. The forms and agencies of social control; conformity and resistance to conformity.

D. Changes in the culture. Factors promoting or retarding cultural change. How changes can be directed and regulated to secure orderly social progress.

E. Comparisons of different types of society. Some examples from history and geography (such as primitive, classical, oriental, totalitarian, as well as our own) which help us to understand our own and others, with good points and dangers.

Part Two. Particular Social Problems. Some suggested problems or groups of problems are given below. Others may be added or substituted, and there is also much room for variation in delimitation, problem approach, and unit organization for any aspect of social conditions chosen to be treated. The number for separate units should not be too large (preferably fewer than those listed below), but such problems are so interrelated that most will be touched upon in various ways even if not subjects of separate units.

A. Population. Facts and theories of population growth; composition and trends of the American population; improving the quality of the population.
B. Racial problems. Scientific facts about race; particular racial groups in the United States and some of their contributions and problems; attitudes between minority and majority groups; world-wide problems of racial groups.
C. Problems of rural and urban life. Historic and present population changes between rural and urban; contrasting characteristics of rural and urban life; measures for improving conditions in both.
D. Housing. Characteristics of good and bad housing; problems of making good housing available within people's means; particular conditions in the Washington area; measures here and elsewhere, in action or proposed, for improving housing conditions.
E. Community planning. Need and costs of a planned community, and the material and social losses of an unplanned community; the various community facilities to be planned; agencies and procedures of planning, and difficulties in their way; examples of city and town planning, including Washington and suburbs.
F. Crime and delinquency. Present conditions locally and nationally; causes and prevention; apprehension, trial, and subsequent treatment of law violatiors; the special problems of organized crime and racketeering; delinquency and crime in younger age groups.
G. Poverty and security. Personal, social, and economic causes and effects of poverty; improving incomes, wise consumption, and economic stability; public and private relief; thrift and insurance for old age emergencies.
H. Social problems in the international field. Levels of social well-being over the world; helping the development of backward countries; relief and rehabilitation after war and peacetime disasters; international cooperation for the control of vice, crime, and disease.

Grade 11 or 12 - ADVANCED GEOGRAPHY

One semester, elective

A BRIEF OVERVIEW OF THE COURSE

It is to be expected that pupils entering this course will have acquired the basic fundamentals and skills in geography. They should have gained an average understanding of the most important geographical principles, a considerable reservoir of knowledge of particular geographical facts, a vocabulary of the terms most frequently used in geography, as well as basic skills in the use of maps and other geographical materials. It is the purpose of this course to apply, refresh, and extend the pupils' knowledge and skills along these lines by means of a selected group of units which challenge them to go on from what they already know to new and interesting things which they had not the time and, perhaps, not the preparation and maturity to study before.

In this course, problems concerning industrial cities, population trends, regions, resources, communication, and transportation are discussed and studied. International geographic relations in an interdependent world are interpreted.

Grade 11 or 12 - ADVANCED GEOGRAPHY

One semester, elective

AIMS

1. To give increased knowledge of human living in relation to the physical world, as exemplified in geographical principles and in particular geographical conditions.
2. To advance good citizenship and world understanding through study of domestic and international problems with emphasis on their geographical setting.
3. To enable students who have special interest in geography to extend and apply their knowledge and skills in a more mature study of selected topics in this field.

SUGGESTIONS FOR THE TEACHER

It is to be expected that pupils entering this course will have such basic geographical knowledge and skills as are provided in the prescribed social studies program through the 8th grade, and in at least one and preferably two years of social studies in the 9th and 10th grades. They should have gained an average understanding of the most important geographical principles, a considerable fund of knowledge of particular geographical facts, a vocabulary of the terms most used in geography, and basic skills in the use of maps and other tools and in the ways of getting and imparting information. It is the purpose of this course to refresh, extend, and apply the pupils' knowledge and skills along these lines by means of a selected group of units which challenge them to go on from what they already know to new and interesting things which they had not the time and perhaps not the preparation and maturity to study before.

The course should not be a highly specialized one suited only to prospective professional geographers, nor yet a catch-all for pupils seeking some not-too-difficult elective to fill in a program. The teacher is challenged to provide good opportunities for any of the former who may be enrolled, and also to use geography to arouse potential interest in any pupils who entered the course for less positive reasons of interest in the subject. The course should be aimed mainly at the middle group of pupils who have shown good ability and perhaps some special aptitude for geography and related studies, and who are interested in studying geography more fully as a cultural study and for various practical applications; and it must recruit its future enrollments by being made satisfyingly interesting and valuable to those who enroll in it. Good use should be made of differentiated assignments, collateral reading in both standard and current materials, and individual and group projects to care for varying abilities and interests of pupils.

As geography has many connections with other social studies and courses in other school subjects, and with current news and applications in everyday life, full use should be made of these connections to increase the interest and value of the course in itself and to lend support to other studies. Units should, however, be chosen and planned to be distinct units in geography as a social study, emphasizing human society as affected by the earth on which man lives, rather than units in physical science, economics, or other studies which might overlap much of the same material but with different approach and emphasis. Correlation with, and not objectionable duplication of, the content of other courses which pupils have taken or are likely to take, should be consciously provided.

The course does not consist of any prescribed set of units, but there should be a planning of the semester as a whole so that it will be well balanced in content and will give pupils experience with some different ways of organizing and applying geographic content. The units briefly outlined herewith will illustrate the principal types of units which would be suitable for inclusion. Other units may be devised by the teacher in cooperation with the initiative of the class members. Interests aroused by news of the day or by other current developments will play a part in determining the units which will secure the most hearty participation by the class and for which good supplemental material will be currently available, but such units should lead into the study of permanently valuable geography and not be a mere geographical background of current happenings. The latter, however, is appropriate for incidental attention similar to the handling of current events in other social studies courses.

Do not try to crowd too many units into the semester's course. This is not a systematic covering of the whole field of geography on a more advanced level, such as some of these same students may be expected to get in college courses in geography. This course supplements the other secondary-school work in geography and in history by permitting students to pursue a few selected phases of geography more intensively. It should stimulate students to still further geographical study, should help them to see the geographical connections of other studies and of current affairs, and should give them greater mastery of geographical techniques. The various phases of geography are so interrelated that a few well-developed units will reach out quite effectively into the subject as a whole. The time given to a single unit should be generally from three to six weeks, long enough for a rather intensive treatment of a substantial topic or problem, and not too long for the sustained interest of the pupils.

While the course is primarily authorized for one semester of work, it may, under specially approved conditions, be extended into a second semester if so elected by enough seriously interested pupils to form a class in what may be designated as Advanced Geography II. It is also possible to provide a smaller number of pupils with such a second semester of work in the same class with pupils taking Advanced Geography for the first time, if the teacher of the class will assume the responsibility of seeing that the units covered are largely different from those taken by the previous class and that individual or group projects of suitable caliber are substituted for or added to any of the regular class work which would otherwise merely duplicate work previously taken.

The course in Advanced Geography does not follow any textbook, but each student should have a textbook available for geographical data and maps for reference, and to provide an organized view of geography into which the topics taken for special study will fit. There should also be supplemental books and a good supply of maps and other geography equipment in the classroom, and suitable arrangements for library and other outside reading. The local geography of Washington and vicinity should be especially utilized in some units, as of personal interest to the students, and as providing samples of geographic conditions and materials accessible for direct observations.

ILLUSTRATIVE UNITS

As illustrated in the first three units below, any of a number of standard topics in goegraphy may be taken up for more advanced study in this course. In such units it should be borne in mind that pupils have already studied these topics before, perhaps to a considerable extent although on a lower plane. A unit on a more advanced level would serve either or probably both of two purposes: (a) to refresh the previous learnings and round them out into a more systematic and mature view of this branch of geographical knowledge and related skills; (b) to study more intensively some particular sub-topics, especially those which are of a more mature and specialized interest than would be expected of all pupils in earlier courses. For purpose (a), a unit may be taken early in the semester as a foundation for applications to be made in later units, or may be introduced later in the semester as the need for it is felt. Purpose (b) affords especially good opportunity for group and individual projects to supplement the ordinary class work.

I. Maps and Mapping:

A. Mathematical geography and astronomy in practical applications to locating and representing earth facts; latitude, longitude, and hemispheres; study and practice with globes and with flat maps using the principal projections.
B. Map reading, and making maps to be read effectively; scales, symbols, and devices for telling a story in general and special-purpose maps.
C. The process of scientific and commercial map-making from the surveyor to the finished product.
D. Making and using map models of various types.
E. The history of cartography; famous map-makers and their maps; the uses and fallacies of early maps.

II. Climate:

A. The controls of climate; how solar radiation, the earth's shape, the influence of air and water, and other factors combine to produce various climates and weather conditions.
B. The effects of climate on man and his activities, and what man can do about them; the practical applications of meteorology to transportation, farming, other business ventures, and man's own health, efficiency, and comfort.
C. The classification of climates, and the natural products and human uses of various climatic regions.

III. Transportation and Communication. No outline is given for this unit, as this topic or parts of it can be approached and organized in a number of different ways. It should be borne in mind that this is a very popular topic of study in earlier courses in geography, and that it also figures considerably in courses in science, history, civics, economics, and even other subjects, and in other units in this course in Advanced Geography. Aviation, new developments in land and water transportation, and advances in electrical communication are of interest to students, but this interest is likely to have been played up in courses previously studied. A unit in this course should emphasize content which is new and more advanced in character, and it should also emphasize the distinctly geographical aspects without going too far afield in physical science, technology, business economics, or government policy.

The following three illustrative units touch some of the major problems of today in their geographic foundations. Such units should generally be organized around the problem approach, making good use of descriptive content and more elementary problem study which pupils have already had, and locating and arranging additional data which may be needed to understand the problems and the proposed solutions which man has tried or is now considering. As these are difficult and complex problems which the experts have not solved, high school study of them should not be too ambitious, but can be cooperatively organized so as to challenge the best efforts of pupils of varying abilities and interests. Recent and current material, much of it sufficiently simple and popular in style for direct use by capable pupils, can be located through the libraries. Where time, material, or pupils' abilities make it undersirable to attempt a broad problem as a whole, a unit may be made of some special portion of it.

IV. The City--- a study of urban concentrations of population, their geographic foundations, and the problems they present:

  A. The location of towns and cities; how travel routes, defense, resources, chance and plan, have caused centers of population to start and to grow or decline, as illustrated by important cities of the present and the past.
  B. City patterns; how topography and other factors have influenced the shape, street plan, business centers, residential districts, etc., of cities.
  C. Making the city and its metropolitan area serve better the activities and well-being of the people; the normal city activities and their effective placement; the planning, control, and cost of changes; problems of transportation, decentralization, blighted areas, etc.

V. Population and Resources--the support of the world's growing and moving population:

  A. The geography of human subsistence; causes and effects of the great modern increase in the world's population; available information on how many people the earth or particular parts of it can support under present or altered conditions of use and of living standards.
  B. Putting resources to their best use; factors of soil, subsurface, climate, and location affecting desirable use for tillage, pasture, woodland, minerals, sites for industrial and residential purposes, etc.; how changed uses support more people or a higher standard of living; recent movements in scientific land utilization, and in planned development of an area (such as a state or a river valley.)
  C. Movements of population; some of the great migrations of history and how they were related (as effect and as cause) to questions of resources; shifts between nomadic, settled rural, and urban types of living; public policy in influencing the growth and movement of population.

VI. World Powers and Other Nations -- the geographical basis of the strength of nations, for the welfare of their own people and for their responsibilities in the world (with central emphasis on Great Powers but including comparisons and relationships with lesser nations and underdeveloped areas):

  A. Elements forming the basis of internal strength; the influences of location, shape, and size of land; size, character, and distribution of population; food, industrial, and other resources; political and social organization.

B. Strength in relation to friends, rivals, and potential enemies; how the foregoing elements enable a nation to pull its weight in the world in cooperation with friendly nations, to safeguard itself in economic and cultural rivalries, and to meet the contingency of war; how these considerations have been altered in recent times.

C. Underdeveloped areas as a factor in the wealth of the world and in the rivalry of stronger countries; the causes of their backwardness, and their possibilities for settlement, tapping of resources, and development of markets with good purchasing power; the extent to which undeveloped resources and areas with exploited "colonial" economy exist in the United States and other industrial nations.

The student who is well trained in geography can apply his abilities in geographical study and his facts and understandings of geographical study and his facts and understandings of geographical topics and problems to particular cases--studying more intensively how various factors come together (a) in the conditions in a particular portion of the world, or (b) in regard to particular resources, commodities, or industries. Both of these types of study provide good opportunities for units, as indicated in the suggested outlines for treatment below. Such units may be introduced into the semester's work in several different ways. For example, in regional studies the class might work together on the study of one particular region; or individual pupils or groups within the class might carry on, in parallel, the study of different regions of interest to them, comparing notes of good ways of carrying on the work and sharing the outcomes by means of reports or special programs. Units of this sort (or on particular resources, commodities, or industries) may also be carried on by individual pupils as independent extra work; but it should not be assumed without evidence that pupils already know how to carry on such independent projects in a capable manner. It is one desirable function of a course of this sort to give pupils instruction and practice in carrying on such projects more effectively than would be expected of the average pupil in the required geography work of preceding grades, and to do so with increased initiative in planning and increased self-direction in carrying the work to completion. The following condensed outlines suggest various aspects which might be included, without implying that all of them must be covered in detail or in this order:

VII. The Study of a Region -- i.e. some portion of the earth which has distinctive characteristics making it significant for separate study (for example, the northeastern United States, the Mediterranean region or some major part of it, the monsoon lands, or many other possible choices).

A. The delimitation of the region in general, and the reasons why it may be advantageously studied as such.
B. Natural features; position, physiography, climate, resources.
C. Cultural features; the people and their historical development and present institutions, as related to the geographical background.
D. Comparison of the region with neighboring or otherwise related regions, and with regions of similar or contrasting conditions.
E. Special significance of the region in current events and for future American and world relationships.

VIII. The Study of a Resource, a Commodity, or a Branch of Industry -- a single material studied in its geographical setting from source to consumer; a resource and the commodities produced from it or with its help; a commodity or closely related group of commodities and the resources needed in its production; or a branch of industry with its chief raw materials and products.

A. Why man has valued this resource or commodity; its properties and serviceability; its general historical background, and any special news value or other significance of the study at this time.
B. Localization and extent of materials, processing centers, and markets, as influenced-by natural conditions and artificial arrangements.
C. The parts which science, technology, and business organization have played in the development (with some of the biography and romance of human achievement).
D. The importance of this resource or commodity in our national or world economy and culture, including bearings on employment, standard of living, related industries, governmental controls, and international relations.
E. Prospects for the future, including production developments, and possible changes in use, relations to competitive products serving similar purposes, and other factors in demand.

Grade 11 or 12 - LATIN AMERICAN HISTORY

One semester, elective

A BRIEF OVERVIEW OF THE COURSE

Prior to the 12th grade, attention has been focused on Latin American countries in other courses, such as the required American History courses in junior and senior high schools, especially in the period of exploration and colonization, the hemispheric aspects of our foreign policy, and the relations of the United States to some particular Latin American countries; also, in parts of Modern and World History in the 10th grade, and in the courses in Geography. The course in Latin American History provides a fuller and more systematic treatment of this part of the world.

This course is designed to familiarize pupils with the history, geography, culture, and governmental structures of Latin American countries. In addition to political, economic, and some social history, the relations of these countries with the United States and Canada are emphasized. The Monroe Doctrine and subsequent inter-American policies, conferences, economics, and political relations are studied and interpreted to give pupils an understanding of cooperative hemispheric relations.

Grade 11 or 12 - LATIN AMERICAN HISTORY

One semester, elective

AIMS

1. To increase pupils' knowledge of the history, geography, and culture of the lands and peoples of America south of the United States.
2. To promote a sympathetic and continuing interest in the accomplishments of the Latin American peoples; in the problems they face in working out their political, economic, and social well-being; and in opportunities for closer relations through travel, trade, and cultural interchange.
3. To develop understanding of the practical conditions and of our common responsibilities in varied inter-American relationships and in the role of the Western Hemisphere in world affairs.

SUGGESTIONS FOR THE TEACHER

While Latin America receives considerable attention in our courses which deal with the world as a whole and also those which center upon the United States, the interest of students and teachers in a fuller and more systematic treatment of that important part of the world has caused the development of this separate course on the historical background and the present-day affairs of Latin America. Beyond the elementary grades (in which there is considerable emphasis on Latin America in the 6th grade), the chief attention to those countries in other courses is in the required American History in both junior and senior high school (especially in the period of exploration and colonization, the hemispheric aspects of our foreign policy, and the relations of the United States to some particular Latin American countries), also in parts of Modern and World History in the 10th grade, and in the courses in Geography. Teachers should build this course on the foundations of information and interest which pupils are found to have learned in these other courses and in various out-of-school contacts and news sources.

The city of Washington affords unusual opportunities for the study of Latin American affairs. The Pan American Union, the embassies and legations of Latin American countries, and some commercial and cultural agencies interested in Latin America can supply publications, other information, and contacts with persons from Latin American countries who can be interviewed or be invited to come and talk to a class. Our libraries, museums, and art galleries contain Latin American materials, and pictures, music, and talks about Latin America are to be found in our theaters and on the radio. Students in the same school or even in the same class, their families, and other residents of the neighborhood may be from Latin America or may have traveled there, and can be drawn upon as resource persons for information, pictures, materials, and other kinds of presentations from Latin America. Cooperation with the teachers and classes in Spanish in the school will bring added opportunities. Current events relating to Latin America, and such celebrations as Pan American Day (April 14), national independence days, birthdays of Latin American heroes, and religious and folk festival days commonly observed in Latin American countries, can be used to give added interest from time to time.

Greatest emphasis should be placed on understanding the Latin America of today and its trends for the future, but history should have an important place, and also geography, as keys to that understanding. There are many persons of national and some of international importance in Latin American affairs, in the cultural as well as political and military fields, whose biographies can be utilized for class work and for individual reports, to give added interest and understanding. The guidebooks for tourists and for businessmen, accounts of travel, and brochures published by air and steamship lines as well as by governmental agencies, contain descriptions, pictures, maps, and practical information which will make the study more realistic and will also have additional value for students who may later be able to indulge their interest in visiting Latin America in person.

In general the political aspects of Latin America, with so many countries and so many frequently puzzling changes in them, should be kept to moderate proportions, with more emphasis on the problems and advances in economic and social lines and on the enduring characteristics of the life of the people. The treatment should be both sympathetic and realistic, steering a middle course between the overstressing of critical comparisons and the glossing over of our neighbors' difficulties and faults in either a blind or a patronizing way. A balanced treatment likewise will not overdo the unity of the Western Hemisphere geographically and culturally, or the importance of our relations with countries to the south of us (as compared with those across the oceans east and west), while still justifying the attention given them as an interesting and significant segment of our world.

While the course deals primarily with the twenty Latin American republics, our own and European possessions in the Caribbean area will naturally come into the story also. The United States and Canada will be brought in by connections and parallels at various points and especially in the unit on inter-American relations and the hemisphere's world position. Treatment of Canada in a separate unit, as one of the twenty-two free American nations, is not specifically contemplated in the title of the course and in the usual textbooks available for it, but teachers and classes who wish to complete the hemispheric scope of the course in this way may feel free to do so. Attention to Canada is included at various points in American and Modern History and other social studies courses, but still there is much more that United States citizens might well know about their neighbors to the north.

Frequent appearances, throughout the course, of names and other words from the languages of Latin America make it desirable to give a little time and definite attention early in the course to make pupils feel at home with a few simple rules of pronunciation and spelling, the handling of personal and place names, some common modes of expression, and perhaps other selected bits of vocabulary. Pupils who have studied Spanish in school will be a help in this, but it should not be forgotten that the largest Latin American country is Portuguese-speaking and that Portuguese, while having much in common with Spanish, has some significant differences in pronunciation and vocabulary. French will also appear in the Caribbean region, and the Indian languages chiefly through the intermediary of Spanish renderings.

SUGGESTED UNITS WITH COMMENTS

A detailed outline is not given for this course, but rather a listing of suggested units with comments which may be helpful in selecting and arranging the units to make up the semester's work. The course will generally be taught by a teacher who has special interest in and familiarity with this field, and who may well have his or her own plans for teaching it. The approach to the course and to particular units, and the groupings within and sequence between units will be considerably influenced by developments in current affairs which arouse interests along particular lines and bring out the significance of certain combinations of facts.

One of the chief differences between different books on Latin America, and between the ways different teachers may wish to teach the course, concerns the extent to which the treatment is to be by single countries or groups of countries, or by topics or historical periods in which various parts of Latin America are carried along together. Teachers may, therefore, vary considerably on either side of the middle policy suggested below, in which about half of the semester (covered by units IV through VIII as listed here) would be by countries or regions, and would be both preceded and followed by other units dealing more largely with Latin America as a whole.

I. The Geographical Setting -- an overview of the hemisphere as a whole and its Latin American portions in particular. Familiarity with the main political divisions, climatic and topographic regions, and cities, would be based on introductory map studies, perhaps made more interesting and realistic by some such device as an imagined flying trip around the hemisphere. The unit would give some introductory view of the economic position of Latin America, with its resources, communications, and conditions of life, and also the racial and language groups in the population, although these will be further developed in the units dealing with particular countries as well as in others of the general units.

II. The Original Americans -- the ethnology of the inhabitants found by the Europeans, their native cultures, and their influence on the later history of the Americas. These topics will come in further in connection with the European expeditions which encountered the various Indian peoples (in III below) and with the stories of particular countries (especially in IV and VIII); and, with greater emphasis on these other units, the distinctly introductory treatment may be combined with I and III instead of appearing as a separate unit.

III. From Discovery to Independence -- the composite story of the early periods of Latin American history. The general chronology, common characteristics, and some significant contrasts in the various colonial areas should be brought out. Further details may be added where it is not intended to reserve them for attention as colonial background for particular countries of the present time (as especially for the relatively separate story of Brazil, and perhaps also Mexico). The European background which led to overseas interests, and the chief expeditions of exploration and conquest, can be handled rather briefly because of their inclusion in American History courses. Other topics to be covered in this unit (or in the colonial background portions of other units) include the modes of life, exploitation, and government of the colonies; the complex causes of the independence movements (grievances of various colonial groups, and also stimulus and opportunity in the international situation of the times); famous events and persons; and the influences of colonial conditions on later history (as in economic conditions, racial and social groups, political inexperience, national jealousies).

IV. The following five units suggest one of various arrangements which may be used to cover the national histories, geography, life of the people, and present-day problems of particular countries. It is recommended to concentrate class attention largely on a few major countries, rather than to spread the treatment out thin over them all singly or in formal groupings of contiguous countries. The class should, however, get some acquaintance with all the countries, with the help of special-topic reports which individual pupils may make, as well as the reading of the textbook material by all. The three largest countries of Brazil, Argentina, and Mexico should receive fairly full attention, not only because of their importance as American powers but also because of the interesting contrasts they show. Smaller countries may be brought into relation with them or with groups of some regional significance; and some one or some group of them may be picked for special attention as a unit of study because of prominence in current news interest.

V. Mexico -- Helped but not overshadowed by the interest of the reader and the traveler in picturesque Mexico, the unit should bring out the role of the large Indian population in various stages of Mexico's history, social and economic reforms since the revolution, national and international aspects of the development of Mexico's resources, and the Mexican background of varied events in United States relations with Mexico which are also met in the courses in American History.

VI. The Caribbean Region -- Problems of local population and resources, and the futures of our own and European possessions as well as the independent republics of the region, are added to the American defense and trade interests (as commonly treated in American History courses) to make the West Indies and Central and northern South America an interesting and significant area for further study.

VII. Brazil -- The teaching problem here will be to give, in a rather brief time, an understanding of such a large and varied country instead of a collection of popular stereotypes like those of Rio and of the Amazon jungle. Those two and a few other main parts of the country should be well handled, along with the distinctive history of Brazil as a political unit.

VIII. Argentina -- The important resemblance between Argentina and our own country will help to point up the significant differences also, and the ups and downs of relationships between the two. The small and contrasting neighbors, Uruguay and Paraguay, may be considered here also.

IX. The Pacific and Andean Countries -- The western ocean frontage and the nearby high mountains give these countries some common or interlocking features, through a long stretch of latitude from Chile to and even beyond the isthums. Other arrangements might, however, be made for some attention to these western countries. Chile is sometimes considered in combination with its neighbor of the same latitudes, Argentina, or with both Argentina and Brazil in the formerly more familiar grouping of the "ABC Powers."

X. International Relations in the Americas -- At least one closing unit with a hemispheric emphasis should cover the development of Pan Americanism through various conferences, treaties, and organizations, and the place of Latin America in United States foreign policy, in world developments of the twentieth century, and in connection with other particular parts of the world (the interests and ideologies of the homelands of Spain and Portugal, Communist and other totalitarian movements, and the British commercial and colonial interests and Canada). The following two phases of Latin American affairs might also be made the subjects of units near the end of the semester, or at least of summaries with some supplementation of the treatments given in connection with particular countries in earlier units:

XI. Latin American Economics -- The present and the future of resources and markets in Latin America; the policies of Latin American and outside nations regarding trade and investments there; the practical problems of businessmen in doing business successfully in Latin America.

XII. Latin American Culture -- A general view and highlights of literature and art, widespread customs and attitudes, and means of cultural understanding, which may be too fragmentary to be appreciated if left mainly to separate treatment by countries.

Grade 11 or 12 - ECONOMICS

One semester, elective

A BRIEF OVERVIEW OF THE COURSE

The course in Economics should be regarded at the senior high school level as a capstone of economic phases of study already touched upon, to a considerable extent, in other courses. Emphasis should be given to economics as a mode of better thinking on topics with which people are concerned in their everyday living and general welfare.

Both the many accomplishments and the shortcomings of our economic system must have their proper place in the study, brought together with a constructive attitude toward using those accomplishments and remedying those shortcomings for the benefit of all, through better understanding, good will, and skill in economic activities.

The traditional main divisions of economics, the factors of production and their shares in distribution, and other well-recognized classifications should become familiar to students. Also to be emphasized are problems of capital, labor, and the free enterprise system in practical operation.

Grade 11 or 12 - ECONOMICS

One semester, elective

AIMS

1. To add to students' knowledge of economic activities and problems of concern to the consumer, the worker, and the citizen.
2. To organize this increased fund of knowledge into a more systematic understanding of economic institutions and principles.
3. To increase students' appreciation of the services of our economic system, and of their own responsibilities for utilizing its benefits and for helping to make it work better for all.
4. To give students practice in recognizing the economic aspects of our life and in investigating and discussing economic questions, so as to develop skills and interests useful in knowledge-getting and ecomomic-civic participation outside of school.

SUGGESTIONS FOR THE TEACHER

This course should be regarded as a capstone, as far as the secondary-school level is concerned, of economic phases of study already touched to a considerable extent in other courses. The teacher should be familiar with the ways in which economic topics come into history, geography, and other social studies (as set forth elsewhere in this Course of Study). Mathematics, and both reading and expression in the English courses, are often applied to ecomomic content, and many pupils will have had considerable vocational and consumer applications of ecomomics in courses offered by the departments of Business Education and of Home Economics. There will thus be much economic background which the class as a whole should possess, and also additional knowledge from elective courses and from outside contacts which some pupils have had. The latter should be encouraged both to contribute some of their extra knowledge for the benefit of their classmates, and to extend their own work in new lines instead of merely marking time of topics already familiar to them.

It is important that emphasis be given to economics as a mode of better thinking of topics with which people are concerned in their everyday life and welfare. On many of them the student has already worked out or more passively accepted ideas which are relatively superficial and which need to be given greater breadth and depth of view, in addition to the correction of actual misconceptions. Both the many accomplishments and the shortcomings of our ecomomic system must have their proper place in the study, brought together with a constructive attitude twoard using those accomplishments and remedying those shortcomings for the benefit of all through better understanding, good will, and skill in economic activities. An adequate background of economic facts must accompany the open-minded consideration of a judicious selection from among the many controversial questions in economic theory and practice.

This should be regarded as both a principles course and a problems course, since an understanding of economic principles is to be developed through much study of how economics works out in action. Some of the descriptive and problem-type applications of economics may have been so largely studied in other courses as to need only some review and supplementation here as they are fitted into the broader view. Others may involve much more new material at this time. In previous courses, economic problems have been studied as they came up in the sequence of historical events, or in studying geographical relationships or the work of governmental or other institutions, or as they aroused interest as live issues of the day. This course should aim more distinctly to bring such problems into their relationships in a systematic study of economic life as such, with the help of the economic principles which explain them.

As aids to clear thinking, the traditional main divisions of economics, the factors of production and their shares in distribution, and other well-recognized classifications should become familiar to students, introduced early in the course and acquiring more substance and meaning as the course develops, but not regarded as rigid compartments into which subject-matter must be divided. The various branches of economics are so closely interwoven that many topics (consumer buying, labor relations, business organization, governmental economic activities, etc.) are touched at more than one point, but their treatment should not be so scattered as to provide no place where a solid understanding is developed. The outline herewith indicates some possible variations of placement.

Consumer economics should receive considerable emphasis as a phase of the subject which is of direct practical concern to all, and this emphasis should not be confined to the main division known traditionally as "consumption." This course, however, shares responsibility for consumer education with other courses, in the social studies and in other departments, some of which, being also electives, may or may not be taken by the same pupils who take the Economics course. This is true also of the economics related to the student's prospective career as a worker, with which parts of the elective courses in Civics and Sociology are especially concerned. For economic topics of interest to the citizen through his governmental and community contacts but not in such immediate relation to his consumer or worker activities, the teacher should note connecions especially with the required courses in American History and Government.

To give a realistic understanding of economic facts, the course affords excellent opportunities for individual and group projects. Budgeting may be practiced on allowances such as adolescents may themselves receive, or on family incomes. Returns may be made out for income and other taxes. Merchandising practices can be readily observed in the stores, in outside selling, and in advertising. Contacts may be made with cooperatives, with the Better Business Bureau, and with other consumer aids. Local industries may be visited, by the class or by individual students. Representatives of various business and occupations may be interviewed. The class may be organized to carry on simulated activities of a stock exchange or a clearing house, or a meeting of a board of directors. Financial statements of real banks, public utilities, and other business concerns are obtainable for study. Learning to read the financial page of a newspaper will call for much understanding of economic matters.

A one-semester course in Economics for the high school cannot expect to cover all of the worthwhile topics of information and of controversy in the subject. Most of the time should be devoted to treating a good selection of topics well, rather than twice as many topics half-well. In general, however, it will be desirable to include some brief attention to significant topics, in their proper relationships, even when fuller development is impracticable as being beyond the time available or the grasp of the pupils. Students will thereby come to realize the scope to the subject, may be led to further class or independent study of it, and will be on guard against accepting plausible but ill-considered ideas on the less familiar phases of the subject.

COURSE OUTLINE

I. Introduction to Our Economic Order. (It is suggested that these topics be taken up rather briefly in the opening days of the course, and that teachers and pupils be alert to develop fuller understanding of them in appropriate connections in later units, returning to them for summarizing and such supplementing as may be desired in the closing days of the course.)

A. The nature and scope of economics:

1. Economics as a systematic study of man's wealth-getting and wealth-using activities.
2. The meaning and practical applications of some important economic concepts, such as wealth, utility, value, etc.
3. An overview of the essential divisions and factors of economics to be developed in later units.

B. How man's economic life has developed:

1. How man progressed through hunting, pastoral, agricultural, and handicraft stages, to modern industry.
2. How far-reaching changes have taken place since the industrial revolution, and can be expected in the future, through new developments in power, mechanism, and materials, and through the advancing or the lagging of human controls to meet new conditions.

C. Characteristics of present-day economic society:

1. American economic life and ideals, emphasizing freedom and initiative, but also including much interdependence, legal and other rights and obligations, and governmental and other social action.
2. Essential differences between our own system and some contrasting economic "ism," past, present, and proposed.

II. Consumption. (As outlined here, this unit would be a brief and preliminary one, initiating the study of some matters which are basic to the whole economic process, and of consumer activities which can be more fully treated with the help of economic understandings developed in later units. If preferred, such consumer topics could be brought forward from later places in the outline and studied in detail here, as by expansion of II-B. Consumer interests are especially involved in exchange in IV-B and IV-C, and in distribution in V-A, B, and E.)

A. Human wants as the basis for economic activity:

1. The kinds of wants which men will work or pay to satisfy.
2. Principles of utility, choice, and purchasing power which determine the demand for goods and services.

B. The consumer in action (see note above):

1. Budgets; wise planning of what to do with income.
2. Purchasing; the consumer's part in the marketing process.
3. Wise use of what we have and buy.
4. Looking out for the future; thrift and security.

III. Production -- the factors which combine to produce the goods and services we need:

A. Nature:

1. The variety of contributions which nature makes toward satisfying our wants; free and economic goods.
2. Putting resources to their best use; land utilization; increasing and diminishing returns.
3. Conservation of resources.

B. Labor:

1. Kinds of labor in the economic sense.
2. Making labor more effective by skill, by tools and other material aids, and by specialization and cooperation of efforts.
3. Providing opportunities for persons to work; employees and self-employed persons; problems of unemployment.
4. Relations of employer and employee; organized labor; labor negotiations and disputes.

C. Capital:

1. Kinds of capital, and how they are produced and in turn enter into further production.
2. Keeping up the supply of capital; saving, depreciation, conservation of capital.
3. The place of the owner of capital in the economic process.

D. Enterprise:

1. The functions of the enterpriser, in undertaking business ventures, and in bringing together the factors of production.
2. Individual, partnership, and corporate forms of ownership and control of businesses.
3. Business combinations; problems of the size, integration, and power of business organizations.
4. The government as enterpriser, and as regulator and promoter of private enterprise.

IV. Exchange -- the transfer of goods and services, and the handling of funds and payments:

A. Value in exchange:

1. Demand, supply, and price in competitive situations.
2. Monopoly and other special situations.
3. Media of exchange--the money system, supplemented by credit instruments.
4. How exchange is affected by price levels, the business cycle, and other general business conditions.

B. How marketing is carried on:

1. Various types of marketing and of middlemen; wholesale and retail; chains, cooperatives, direct-to-consumer, etc.
2. Sales promotion; salesmanship and advertising.
3. Good "buymanship" in various lines of consumer needs.
4. Sources of information, consumer organizations, and other aids for consumers.

C. Financial services for business and consumers:

1. Banks and their services, especially in relation to the handling of our current business transactions.
2. Credit for business and for personal needs; loans and deferred-payment purchases.
3. Longer-term financing, savings and investment.
4. Taking and reducing risks; speculation, insurance, social security.

D. Geographical aspects of exchange:

1. Localization of industry and trade within and between countries, by natural conditions, population factors, and artificial controls.
2. Facilities and costs of transport and communication.
3. How international business differs from domestic; aids and barriers to trade; foreign exchange.
4. Benefits and dangers of rivalry for materials, markets, and investments; colonialism; development of backward countries.

V. Distribution of the Benefits from Economic Activity. (If confined more technically to the economics of the shares of distribution, this unit would be rather brief in a high-school treatment, and might be merged with the study of the same factors of production in III. A separate unit here, however, affords an opportunity to return, for a more fully prepared treatment or simply for review, to some of the problems raised in III and also in II, thus completing the circuit back through the distribution of income to the use of income in consumption. Some such problems are suggested below without attempting to work them into a detailed outline for the unit on this basis.)

A. Rent. (While involving other elements beside and even more than rent in the economic sense, questions of real estate values, housing conditions and costs, may be brought in here if not sufficiently covered elsewhere.)

B. Wages. (Questions for labor's productivity, wage bargaining, compensation of managerial and self-employed workers, connect with III-B. Questions of the purchasing power of wages, the economics of spending and saving from consumer income, and budgeting, connect with topics in both II and IV.)

C. Interest and profits (connecting with topics especially in III-C, III-D, and IV-C)

D. How the government affects the distribution of economic benefits--by taxation, by direct governmental services, and by regulatory laws and agencies. (While government finance, or the government's varied relations to economics, are often made a separate main division of economics, it is suggested that the government be brought in appropriately in several places in this course, and that further treatment be provided in economic aspects of the required senior course in American Government.)

E. Maintaining and improving standards of living; closing considerations about adequate income for society and its fair distribution to and wise use by individuals and groups.

Grade 12 - WORLD PROBLEMS: DEMOCRACY AND COMMUNISM

One semester, elective

A BRIEF OVERVIEW OF THE COURSE

This course is designed to develop pupils who have the intelligence, sophistication, and maturity to analyze, interpret, and make valid judgments concerning world affairs of current importance and interest.

In this course the national outlook, traditions, and political principles of various peoples and their representatives are discussed. International cooperation and international rivalry, as evidenced in the United Nations and various regional understandings and pacts, are studied.

Major current problems such as nuclear warfare, international regulation of air transportation, the future of underdeveloped countries, the "cold war", diplomatic relations between Russia and the United States, and the reduction of armaments are studied independently by individual pupils and student committees for class reporting. Each of these reports is accompanied by analytical class discussion.

The second half of the course emphasizes a thorough study of our democratic institutions and a reinforcement of our understanding of the principles basic to our way of living. A comprehensive, detailed study of communism, its history, theory, and threat to our institutions leads to a comparison of the two systems which encompass much of our present-day world.

Grade 12
WORLD PROBLEMS: DEMOCRACY AND COMMUNISM
One semester, elective

AIMS

1. To arouse interest in the foreign policy program of the United States and in the expanding role our nation has in world affairs, particularly in promoting the cause of world peace.
2. To acquaint young American citizens with viewpoints and thinking habits of other peoples.
3. To develop understanding of the United Nations, organization and achievements, and of other efforts for international cooperation.
4. To afford practice in discriminating between facts and propaganda in the study of current affairs.
5. To familiarize students with periodical reading materials on world events.

SUGGESTIONS FOR THE TEACHER

1. Scope of the Course

Since the course is designed to deal primarily with world affairs of current importance and interest, this outline is prepared in general terms and is intended to permit considerable flexibility as to topics treated and materials used. The well-informed teacher should have wide latitude in the choice of devices and materials he uses for exploring the field of international affairs with his students. But the course must not be allowed to become merely a series of promiscuous discussions of items currently headlined.

2. Classroom Procedures

Teachers will have individual preferences on the method of study of current world news.

Suggestions:

1. A student commentator presents a summary of the day's important news for a few minutes at the beginning of every class period. (Especially recommended)
2. A current affairs committee for the week prepares and presents an interpretation of the news appropriate for the purposes of the class.
3. General class discussion of the news, one period a week, using one of the special school periodicals, the American Observer, Senior Scholastic, or others.

Any well-thought-out plan for this aspect of the work is acceptable so long as definite educational purposes are served and the class time is used effectively.

Early in the semester an analysis of present day problems should be made. From this students or committees are to select special problems to study intensively and, later, to present the findings to the class. These reports can take the form of good oral summaries before the class or as carefully written papers. Analytical class discussion, led by teacher or student, should follow the presentation of each topic.

Reading assignments in reference books or in current publications can be checked by requiring lists of references consulted and notes taken. Students or the teacher may keep files of the notes, which can be appraised as a partial basis for grades.

GENERAL TOPICS

This material is not arranged in conventional units since a large part of the course treats contemporary events, which do not fall easily into a unit plan organization. Moreover, considerable overlapping of the topics tends to prevent logical unit classification.

I. National outlook, traditions, and political principles of various peoples and their representatives. (Three weeks)

  A. The Big Five. Within reasonable time limits a survey is to be made of the general outlook of the peoples who make up the population of the five great powers; the survey to show why, if possible, their representatives are likely to make certain demands at international council tables.

  B. Other nations. Similar treatment of other blocs of nations; the Scandinavian countries, Latin American countries; near-eastern countries and Iran; other groups whose regional interests may furnish a common background or even mutual antagonisms. It is urged that the "peculiarities" or traditions of different peoples often be treated as far as possible from the point of view of those peoples, that selection of points for consideration be made largely from characteristics that the other nations prefer to have presented. That is, of what are the Arabs proud? What do the Burmese think is fine in their culture? What are the political ambitions of the informed Indonesians?

II. International cooperation and international rivalry in the present day.

  A. Peace arrangements following World War II. Occupied regions. (Three weeks)

  B. The United Nations

    1. Stated purposes
    2. Organization and procedure
    3. Difficulties and obstacles

  C. Regional understandings

    1. The organization of American States; the Bogota Hemispheric Pact.
    2. The Cominform; the Soviet satellites
    3. The North Atlantic Treaty. (Regional?)
    4. India, Pakistan, Tibet, Afghanistan; regional interests

  D. Military policy and military power as factors in international negotiations

III. Special world problems. (Three weeks)

Teachers will arrange for the class or committees to investigate some of the following problems and will introduce others. Each student should begin his study of a major problem early during the course, independently or in committee, for reporting later in the semester.

A. Atomic energy.
B. Critical material resources: Oil, tin, rubber, uranium, others.
C. International regulation of air transportation.
D. Density of population and public health in the Orient, southeast Asia and Indonesia in particular.
E. Educational progress in "backward regions," in particular, the problem of eliminating illiteracy.
F. Unwholesome racial and religious rivalries.
G. The future of dependent countries, or possessions of the larger powers, especially in Asia and Africa.
H. The reduction of armaments.
I. "Point Four."
J. The Colombo Plan.

IV. Democracy and Communism. (Nine weeks)

A separate curriculum guide which provides a detailed approach to this topic, should be used for implemtation. The guide should prove helpful to the teacher.

Grade 11 or 12 - LAW

One or two semesters, elective

A BRIEF OVERVIEW OF THE COURSE

The basic principles of law are taught in this course to prepare pupils for the common legal demands engendered by everyday affairs. Accurate interpretation and use of legal language in commercial undertakings are taught and illustrated. While the course in Law on the senior high school level should include some general perspective of the field, the greater part of the time is devoted to the consideration of principles, rules, and procedures in a few selected branches of law which are of greatest concern to the citizen in ordinary activities of life. Some of the topics included are contracts, ownership of property, liability for property and persons, and agency.

During the second semester, the course is devoted to the discussion and explanation of such topics as negotiable instruments, insurance, partnership, corporations, real property, taxation and government regulation of business. Various aspects of elementary administrative law and pertinent problems, such as those of traffic law, are also included.

Grade 11 or 12 - LAW

One or two semesters, elective

AIMS

1. To give a practical knowledge of those branches of law which are most useful to the citizen in the conduct of his business and personal affairs.
2. To develop skill in the marshaling and weighing of evidence and applicable principles, accurate interpretation and use of language, and other abilities needed in the solving of legal and similar problems.
3. To increase pupils' appreciation of the value of law and related institutions in our society, and of their own obligations as well as rights in relation to other persons.
4. To give a preliminary view of the field of law for those who are considering further study in that field.

SUGGESTIONS FOR THE TEACHER

A short course in Law on the high school level should include some general perspective of the field, but should devote the greater part of its time to the consideration of principles, rules, and procedures in a few selected branches of law which are of greatest concern to the citizen in ordinary activities of life. The fact that the topics chosen are chiefly business topics as commonly included in textbooks in Business Law, and the circumstance that a considerable proportion of the students taking the course will be those who are preparing for business as vocational field, should not interfere with serving also the needs of students with other occupational outlooks, all of whom will have personal business affairs to conduct. As one of the "social-business" subjects in the program commonly recommended to business students, Law has a responsibility in giving such students a broadening view of civic relationships of business, and not just a narrow and technical proficiency in conducting business affairs within legal requirements.

While it is necessary to avoid spreading the course out too thin over too many topics, there are many proper opportunities for bringing out the relationships of the topics stressed in this course with other legal, civic, and economic topics. Some of these related topics are those of a more advanced and technical legal character, such as some students will be stimulated to study in the second elective semester of high-school Law, in projects of individual and group investigation beyond the uniform requirements of the course, or in law school, college, or higher business school, while other students should know enough about them to be intelligently alert and to seek competent advice and assistance when needed. Some other related topics are those which are taken up in other courses offered and perhaps already taken by these pupils in school. Some introduction to legal topics of general importance to citizens, and study of governmental and economic aspects of some matters which are also topics in law, are included in our required American History and Government and in some elective social studies. The business procedures involved in sales, negotiable instruments, and other legal topics are basically taught in bookkeeping and other business courses, and to a more limited extent for the general citizen in the applications of arithmetic. Knowledge by the teacher of what is commonly offered in such other courses, should be supplemented by drawing out information from the pupils themselves about what they have already studied or are planning to study, in order to secure effective articulation (which means reinforcement without wasteful duplication).

Generalizations of legal principles, particular facts about what is the law of the United States or of the District of Columbia and adjacent states on certain points, and understanding of important legal terms, are among the products which students of this course should acquire, but they should largely be built up through the consideration of cases. This should not ape the case method as used on the much more mature level of study in law school, but should be adapted to the maturity of ability and interests of high school students. One or more illustrative cases can be used to build up the concept of law to be taught in a particular lesson or group of lessons, and then additional cases can strengthen the general understanding and give some idea of the complications which may be met in applying it to particular circumstances. Illustrative cases are to be found in the textbook, and additional ones should be supplied by the teacher and by the pupils. Actual cases arising in the news or in the experience of teacher and pupils will add interest and realism, although sometimes a fictitious case may serve better to illustrate a specific point without extraneous complications. Some radio programs and syndicated newspaper columns provide cases which can be drawn upon from time to time, with an added pointing up of the dangers of transferring legal advice from one described situation to another which cannot be exactly alike. Cases should largely be drawn from situations which are familiar or which are readily seen as likely to occur in everyday life, but occasional use of unusual and even freakish cases adds curious interest and may reinforce basic conceptions by seeing what the outcome would be when carried to an extreme.

The organizations of the students into a moot court will provide opportunities to go beyond an ordinary schoolroom discussion of a case and to get a realistic understanding of the court procedure and also of the thorough preparation of a case needed for its presentation in court. Because of its time-consuming character as compared with less elaborate forms of study and discussion of cases, moot court should be used in moderation and perhaps with some elimination of complicating features that are part of actual court procedure. Students may visit real court sessions, and may also consider the dramatizations of legal proceedings of various kinds in moving pictures and radio programs. The drawing up of legal papers, the carrying out of business transactions in the form prescribed by law, and the getting of legal advice or settling of a controversy out of court, are simpler proceedings which students should also sometimes enact for themselves to get practice in what they may have occasion to do in real life, to get a realistic understanding of legal processes, and as interesting ways of learning about the law which happens to be involved in the subject-matter dealt with in those processes.

Throughout the study of numerous particular legal rules and procedures should run a constructive attitude toward law as an instrument of justice and of smoother relations of persons with one another where all parties understand their respective rights and obligations. There should be an appreciation of how much goes on without difficulty because the law is well recognized and there is no controversy to settle, and also of how much of the litigation which does occur is weighing the merits of conflicting estimates of right, even though cases of bringing a wrongdoer to punishment may be more spectacular. It is not necessary to hide or gloss over the fact that men can sometimes take advantage of the law for improper ends, and that the law's complications and delays sometimes work hardships; but bench and bar and legislators are striving to improve the law and its administration today, on top of the many advances of past years and centuries toward greater justice. Knowledge of the law and high ideals in using it on the part of the average citizen as well as the legal practitioner will help to make it less easy for others to succeed in the misuse of it, and also less likely that unfortunate combinations of circumstances will result in injustice without anyone's intentional fault.

OUTLINE FOR ONE-SEMESTER COURSE

This semester's work is complete in itself and is to be credited without any obligation to take the additional semester. This first course definitely leads up to the second semester's work, however, for students who may plan in advance to take both semesters or who may be stimulated by the first semester's work to go on with a second.

1. Introduction to Law. (The extent of treatment of these topics will depend upon the interest of the class, upon the availability of material, and upon how far such topics are covered in other courses taken by these pupils. Introcuctory treatment here should be followed up as opportunities arise throughout the course, and some of the treatment may be used as a capstone discussion at the end of the course instead of at the start.)

   A. The purposes of studying law. Use of legal knowledge in business and in a citizen's personal affairs; knowing how to avoid legal complications and when to get professional assistance; opportunities for more advanced study of law in order to practice the profession or for other uses; understanding of law as a factor in good citizenship.
   B. Our legal system; how it has developed; kinds and sources of law; rights protected and regulated by law; torts and crimes.
   C. How disputes and offenses are handled under the law; the system of courts; procedure in civil and criminal cases.
   D. How to study law and to apply legal principles to particular cases; ascertaining the law and the facts, and reasoning to sound conclusions.

II. Contracts:

   A. The nature and principal kinds of contracts, and their basic importance in law.
   B. The essentials of a valid contract.

      1. Agreement; offer and acceptance; conditions which impair the reality of consent.
      2. Competent parties; special considerations affecting parties incompetent or of restricted competence.
      3. Consideration.
      4. Legality of object.
      5. Legal form and wording effective for the purposes intended.

C. The transfer of a contract to a new party or parties:

1. How contracts may be assigned, and with what effects.
2. Negotiability as a special type of transfer. (Brief treatment here will tie the general law of contracts in with the special subject of negotiable instruments, details of which are taken up in the second semester of Law and also, with less legal emphasis, in courses in bookkeeping, commercial arithmetic, and economics.)

D. The discharge of contracts:

1. Discharge by performance, by agreement, and by impossibility of performance
2. Bankruptcy.
3. Breach of contract, and remedies for breach.

E. How the general principles of contract are illustrated in various special contractual relations whose further details belong to other topics in the field of law (some of which form separate units in this semester or in the second semester's course).

III. Sales of Goods, with brief attention to some related topics:

A. Acquiring ownership of property:

1. Introductory view of the various ways in which title to property may arise.
2. The nature and ordinary legal requirements of a sale and a sales contract.
3. Requirements in special cases, as under the statute of frauds, automobile sales, and real estate (details of which are not, however, included in this semester).

B. How a sale is carried out:

1. Ordinary law regarding delivery and transfer of title.
2. Installment and other conditional sales.

C. Protection of parties to a sale:

1. The general law of warranties.
2. Laws regulating trade practices and protecting consumers.
3. Remedies of parties.

IV. Care of and Liability for Property and Persons. (A fairly brief treatment of the standard subject of bailments, and some other situations of general interest involving responsibility for property or persons or both).

A. Various common situations in which goods are in the possession of non-owners, and the relations of bailor and bailee in such cases.
B. Responsibilities and rights of innkeepers and of carriers in relation to goods and persons in their care.

C. Other common situations involving liability for damages to persons or property.

V. Agency and Some Other Common Relationships of Persons:

A. Agency in general:

1. Various situations in which a person becomes a legal agent of another.
2. Relations of principal and agent to each other and to third parties.

B. Employer and employee:

1. How employment is contracted and terminated.
2. Important laws regulating working conditions, collective bargaining, and labor organizations.
3. The legal basis of workmen's compensation and other security benefits for workers.

C. Persons associated in business enterprise; brief treatment of partnerships and corporations, connecting with the less definitely legal study of them in other social studies and business courses, but leaving most of the legal details to more advanced study (as in second semester of this course).

D. Domestic relations; some of the legal aspects of marriage and family, bringing together and adding to the applications of law to married persons and to children elsewhere in the course.

THE SECOND SEMESTER

This additional semester of work may be provided for students who have completed one semester of credit in Law as outlined on preceding pages or as commonly taught in other school systems. The selection and arrangement of units are to a large extent flexible, according to the best judgment of the teacher in relation to the needs and interests of the students enrolled and the opportunities for effective presentation. Additional work may be included on almost any of the topics treated in the first semester, in which students may have developed an interest for study beyond what was possible in the limited time of that semester. Most of the time will ordinarily be given, however, to those topics which, because of the more advanced character or more specialized and technical interest of their detailed study, were only briefly touched upon in relation to other legal topics in the first semester and were specifically reserved as likely major topics for a second semester.

The following four standard topics or groups of topics in Business Law will generally occupy the greater part of the semester, and may be treated in such sequence of sub-topics as may be suggested by the textbook used, by the teacher's experience with the subject-matter, or by students' special interests: (1) Negotiable Instruments; (2) Insurance; (3) Partnerships and Corporations; and (4) Property (with particular attention to Real Property).

There are also possibilities of devoting one or more units of the semester to selected legal aspects of the government's relation to the citizen and to business, to add to the economic, historical, commercial, or mathematical treatment of them which may be found in other courses. Such especially are Taxation and Government Regulation of Business. Some other phases of Administrative Law may have a realistic interest for students living in the capital city. The law of some local regulative activities, such as Traffic Law, may also be treated more fully here than is possible in other courses which touch upon local governmental affairs. Other possibilities would be found in extension of topics introduced briefly in unit I of the first semester.